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ABSTRACT

This report summarizes activities of a three-year project whose major goals were as follows: (1) Developing an individualized modular program for inservice professional preparation of physical educators and other professionals in the motor performance assessment of handicapped students whose primary language is English, Spanish, or Vietnamese; (2) Assisting teachers in identifying and assessing handicapped students (including those who are limited English proficient); (3) Increasing the assessment competency level of teachers and clinicians so that they may develop individualized education programs (IEPs). Learning modules were developed using manuals and videocassettes narrated in English, Spanish, and Vietnamese. Assessment topics covered include procedural placement, IEP design, material selection, and methods for recording student progress in motor ability, physical fitness, skill development, and perceptual motor functioning. Inservice workshops were conducted with 168 teachers in seven locations in California. Follow-up consultations were conducted with 50 of the teacher trainees and took place after an interval of 10 to 18 months. Data collected during an evaluation phase suggested that both the individualized instructional approach (using videocassettes) and the traditional workshop format were effective in significantly improving mean knowledge scores. Three appendices, comprising nearly half the document, provide detailed data on the characteristics and performance of individual workshop participants. (JW)

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SPECIAL GRANT PROJECT
U. S. Department of Education

PROFESSIONAL TEACHER PREPARATION IN THE MOTOR PERFORMANCE ASSESSMENT OF HANDICAPPED STUDENTS

FINAL PERFORMANCE REPORT
August, 1986

EC192432

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CALIFORNIA STATE UNIVERSITY LONG BEACH

PROFESSIONAL TEACHERS PREPARATION
FOR ADAPTED PHYSICAL EDUCATION

Motor Performance Assessment of the Exceptional Individual

Dr. Fred Rodriguez

THIRD YEAR PERFORMANCE REPORT
OF
IN-SERVICE WORKSHOP PROGRAM

FOR
PROFESSIONAL TEACHER PREPARATION IN THE MOTOR PERFORMANCE ASSESSMENT OF HANDICAPPED STUDENTS

Conducted by

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Adapted Physical Education Program
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Funded by a Grant From
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Division of Personnel Preparation

Grant Number G008301776
Project Number 029JH50009

PROFESSIONAL TEACHER PREPARATION IN THE MOTOR PERFORMANCE ASSESSMENT OF HANDICAPPED STUDENTS

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INTRODUCTION

California State University, Long Beach, Department of Physical Education, under a grant by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, has developed and implemented an in-service model for Professional Teacher Preparation in the Motor Performance Assessment of Handicapped Students. The federal grant, awarded to CSULB, was a "Special Project" to serve as a basis for extending the competency level of adapted physical educators and professionals in related fields. It emphasizes the development, implementation and dissemination of an individualized instructional program through an in-service workshop model for preparing teachers in the motor performance assessment of handicapped students whose primary language is either English, Spanish or Vietnamese. The program which was designed to meet the needs of physical educators who are teaching the handicapped and to meet current legislative mandates was implemented on July 1, 1983. Illustration 1, depicts the four major components of the grant: Teacher preparation, Assessment, Education for the Handicapped and Bilingual education. The following information described the grant project in detail:

GRANT DOCUMENT IDENTIFICATION:

Grant Document: The federal grant was awarded for three years (1983-1986).

Grant Number	GOO8301776	
Project Number	029KH30161	First Year
	029JH40023	Second Year
	029JH50009	Third Year

TRAINING EMPHASIS:

Professional Teacher Preparation in the Motor Performance Assessment of Handicapped Students

Individualized Technological Instructional System

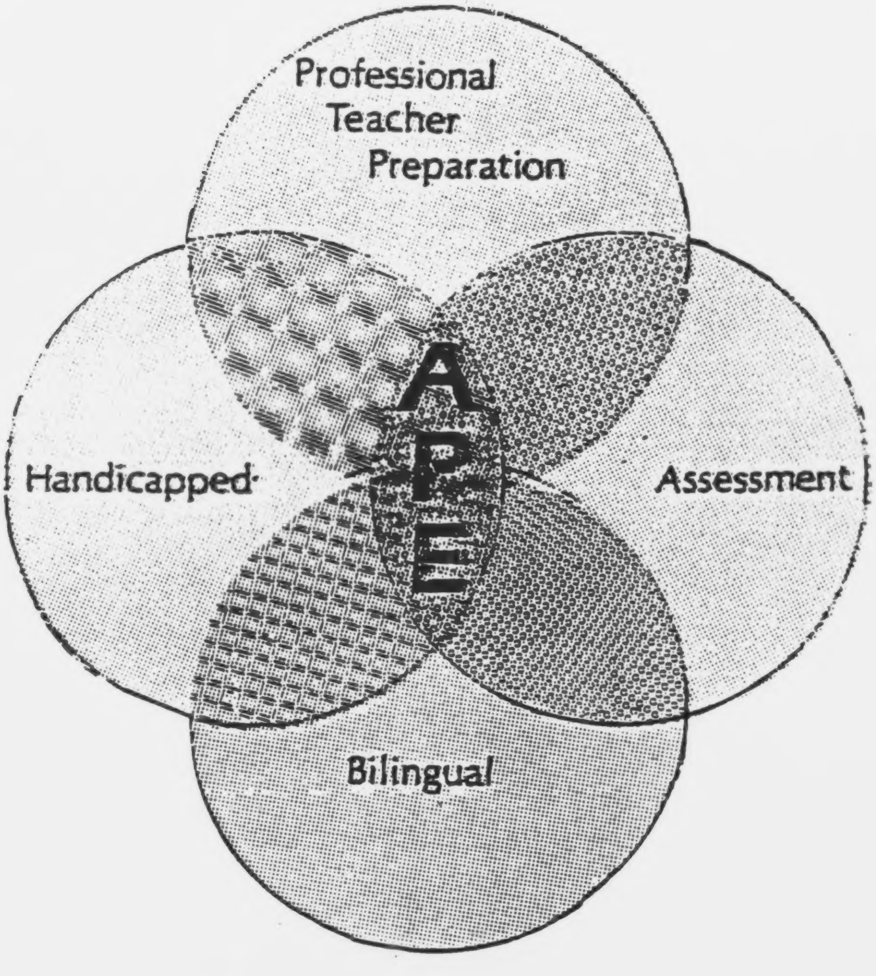
TRAINING ACTIVITIES:

Training of adapted physical education personnel and other auxiliary professionals with emphasis in:

Teaching mild to moderately handicapped students
Teaching low incident populations

Illustration 1

Adapted Physical Education (APE)


Professional Teacher Preparation
Handicapped
APE
Assessment
Bilingual

LANGUAGE EMPHASIS:

- English
- English/Spanish
- English/Vietnamese

Applied Technological Teaching Approaches

- Auditory
- Visual
- Applied Skills Activities

Individualized Instructional Processes

- Video Cassette Instruction
- Printed Material
- Graphics
- Multimedia Component Instructional Aids

Motor Assessment Instruments Utilized

- Basic Motor Ability Test-Revised
- AAHPERD-Health Related Tests
- Bruininks-Oseretsky-Test of Motor Proficiency

Developmental Areas Addressed

- Motor ability
- Perceptual Motor Ability
- Physical Fitness
- Motor Skill Development

Training Emphasis

- In-service
- Pre-service

Interdisciplinary Professionals Participating

- Adapted Physical Educators
- Physical Education Generalists
- Physical Therapists
- Nurses
- Vocational Specialists
- Occupational Therapists
- Speech-Language Pathologists/Therapists
- Recreation Therapists
- Councelors
- Resource Specialists
- psychologists
- Speech Educators
- Regular Classroom Teachers
- Administrators

Educational Level Emphasis

- **Pre-school**
- **Elementary**
- **Secondary**
- **Post-secondary**

Other Specialized Skills to be learned

- Organizational Effectiveness Managerial Skills
- Service Support/Resource Management

PROGRAM DESCRIPTION

A. OVERVIEW:

The grant, which covers a three-year period, included three Phases. A brief summary of the major phases follows:

Phase one of the project, called for the development of the individualized learning modules. The educational media includes video tapes narrated in English, Spanish and Vietnamese in the subject-matter being taught.

Phase two, conducted in the second year, included six (6) in-service wokshops to train 150 teachers/clinicians in California. The individualized learning modules, developed in the first year were used as the main instructional mode to develop teacher competency in the assessment process. One-third of these participants were trainied to administer the assessment instruments in Spanish and/or Vietnamese.

Phase three encompassed evaluating the program over the three-year period and dissemination of the instructional modules throughout selected sites in the United States and internationally.

B. GOALS:

The program, which was designed to provide a variety of opportunities and services whereby prospective teachers could obtain information that would increase the professional growth and improve the motor performance assessment process of the handicapped was completed. The program was designed to improve assessment competencies and bilingual skills of teachers in order to promote effective communication with Limited English Proficient Students (LEP) through an individualized educational program.

Specifically, the major goals of the project were as follows:

1. To develop an individualized modular program for in-service professional preparation of teachers (physical educators, and/or related auxiliary medical or education professionals) in motor performance assessment of handicapped students whose primary language is either English, Spanish or Vietnamese.

2. To assist teachers in identifying and assessing handicapped students (to include the "Limited English Proficient students) in order for them to design appropriate programs that address the individual needs of these students.

3. To increase the assessment competency level of teachers and clinicians so that they may develop individualized educational programs (IEPS) for the handicapped.

4. To implement a multi-media/multi-disciplinary instructional program for in/pre-service professional preparation of teachers, who can act as qualified primary test administrators in public and private schools.

As a result of the project activities, other significant results and/or outcomes have also been identified. These include:

1. Improvement of knowledge about adapted physical activity,
2. Promotion of adapted physical activity,
3. Increased awareness of physical activities for the less abled students
4. Involvement of people to help promote adapted physical activity for the handicapped, and
5. Facilitation of the organization of symposiums, meetings, and seminars about adapted physical activities.

C. OBJECTIVES:

The overall objectives of the grant project were to design and develop curricular activities for the purpose of preparing teachers to assess and place handicapped students in the least restrictive educational setting. Specific objecttives were:

1. To develop individualized motor performance assessment packages to measure the psychomotor functioning, motor ability status and physical fitness of the handicapped.

2. To develop logistical/administrative procedures for the implementation of the individualized instructional packages/modules in in-service workshops.

3. To develop a model "In-Service Program" for school administrators and teachers to implement in their own program/geographical areas for the professional preparation of teachers in motor performance assessment of the handicapped.

4. To develop instructinal technologies using videocassettes to enhance the assessment process.

D. ACTIVITIES:

The grant project has seen the following action items completed:

1. The designing and development of individualized instructional learning modules for the

professional preparation of teachers engaged in the education of the handicapped, with specific emphasis in the motor performance assessment of handicapped students. The instructional modules and handbooks offer lessons in procedural placement, IEP design, a process by which teachers may select appropriate materials for students, and methods for recording pupil progress.

2. The expansion of current teacher preparation programs to include: time-saving caseload management techniques,, the incorporation of new teaching strategies and technologies to assist teachers in efficiently meeting IEP dictates, and in-service training using individualized video-cassette instruction in the workshop setting.

PROGRESS REPORT

A. OVERVIEW:

During the first two years of the grant project, much was accomplished. All objectives outlined were met for the first and second year. As a result, the transition into the third year's activities went smoothly. To measure the performance and accomplishments achieved, refer to the Timeline of Activities (Illustration 2).

This figure depicts the timeline as to when all activities were to take place and accomplished, in addition to delineating individual responsibilities. The first and second page of the illustration depict the activities in a chronological order; each activity being a prerequistite to a higher ordered task.

The Yearly Curriculum Program Matrix (Illustration 3) highlights the three year program and major activities. The reader is directed to page 25 of the original grant document, Plan of Operation, to review the tasks involved in all phases of the grant project.

Major Objectives Accomplished (year 1) - specificially the first year called for the developmet of three individualized learning modules using video cassettes and manuals to prepare teachers in the motor performance assessment of handicapped children whose primary language is either English, Spanish or Vietnamese.

The fourth illustration (Illustration 4), graphically depicts all activities completed. The fifth illustration (Illustration 5) depicts the sequence in which the program was completed. The development of the program involved the design and development of an individualized learning system using video tapes narrated in English, Spanish and Vietnamese of the subject being taught. The program was designed to assist teachers and clinicians to idenify and assess handicapped students, including the "Limited English Proficient" students, in order for teachers to design appropriate programs that address the needs of handicapped students, particularly the linguistic and cultural background. The assessment areas for which the individualized learning system were developed included motor ability, physical fitness, skill development and the perceptual motor functioning of handicapped students. The training effort to which the preparation of instructional personnel was directed included the physically and mentally (mild and moderately) handicapped, low incidence populations such as seriously emotionally disturbed, autistic, visually handicapped, deaf and hard of hearing children and youth, and the severe and multi-handicapped students. Priority areas within the teacher preparation program included all areas in which special educators are involved in order to include the various continuums of educational setting.

TIMELINE OF ACTIVITIES

ACTIVITY

1. Pre-production Planning
   Develop Individualized Learning Packages/Modules
   Post-production Editing/Titling
2. *Translate Learning Packets/Modules into Spanish/Vietnamese
3. Select Geographical Teaching Areas
   Select Teachers for Training
   Select Sites/Dates for Inservice Workshops
4. Plan Workshop Content/Develop Knowledge.Test, Competency Checklists and On The Job Evaluation Forms.
   Mail Announcements of Inservice Activities
5. Present Inservice Workshops
6. Collect Evaluative Data Workshop & Practicumn/Analysis of Statistical Data - Knowledge Tests
7. Monitor/Evaluate Teacher Competency While On the Job Training (OJT)
8. Disseminate Information/Publish

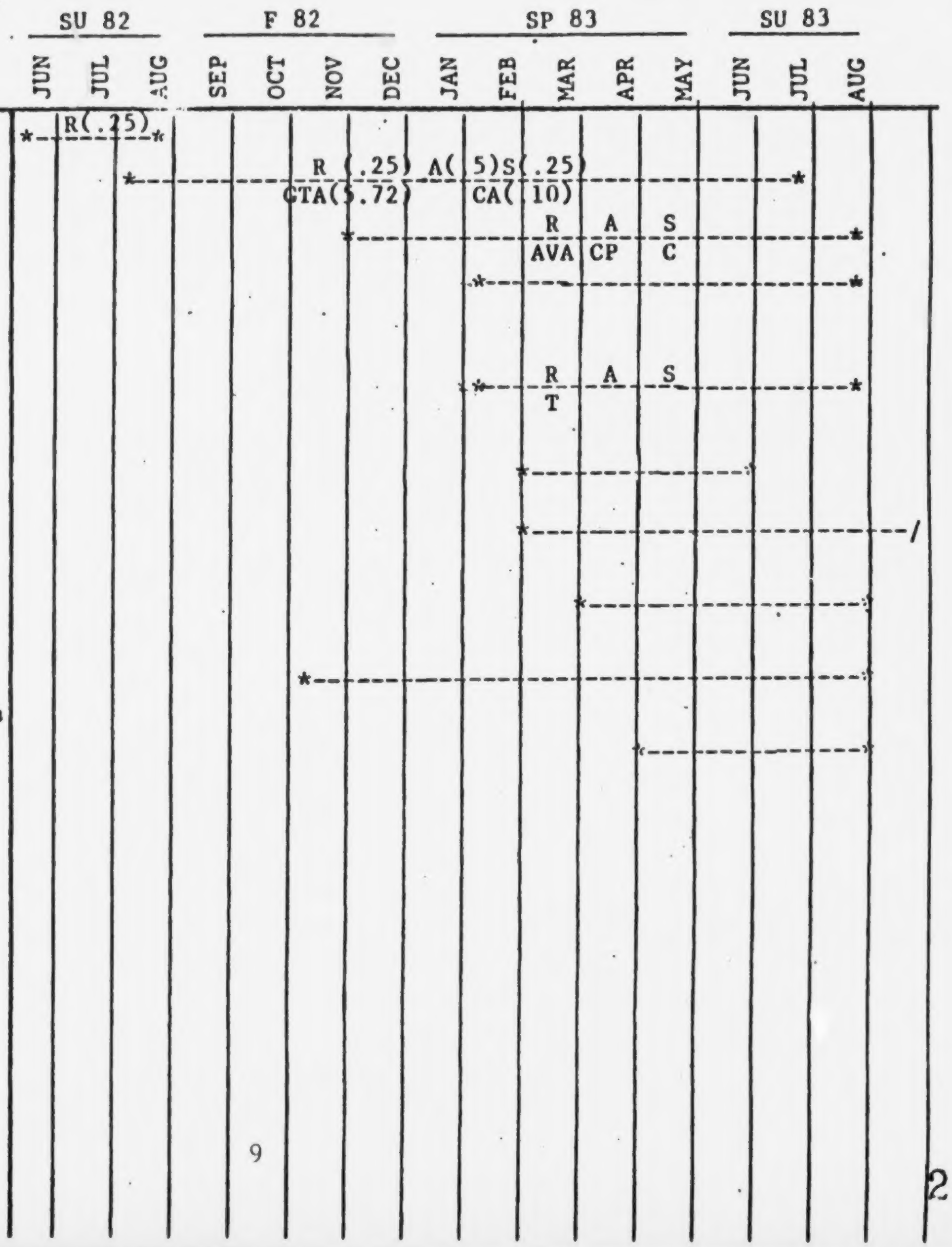


Illustration 2

TIMELINE OF ACTIVITIES

ACTIVITY	F 83				SP 84					SU 84			F 84				SP 85				
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
1. Pre-production Planning																					
Develop Individualized Learning Packages/Modules																					
Post-production Editing/Titling																					
2. *Translate Learning Packets/Modules into Spanish/Vietnamese																					
3. Select Geographical Teaching Areas																					
Select Teachers for Training	/	-	-	*																	
Select Sites/Dates for Inservice Workshops																					
4. Plan Workshop Content/Develop Knowledge.Test, Competency Checklists and On The Job Evaluation Forms.																					
Mail Announcements of Inservice Activities																					
5. Present Inservice Workshops	*	-	-	-	-	-	-	-	-	-	-	*									
6. Collect Evaluative Data Workshop & Practicumn/Analysis of Statistical Data - Knowledge Tests	*	-	-	-	-	-	-	-	-	-	-	-	-	-	*						
7. Monitor/Evaluate Teacher Competency While On the Job Training (OJT)										*	-	-	-	-	-	*					
8. Disseminate Information/Publish															*	-	-	-	-	-	*

YEARLY CURRICULUM PROGRAM MATRIX

roposed Staff/
aculty meetings
(1st Session)

6 June 83
20 June 83
4 July 83
18 July 83
1 Aug 83
15 Aug 83
12 Sept 83
26 Sept 83
10 Oct 83
24 Oct 83
7 Nov 83
21 Nov 83
5 Dec 83
19 Dec 83
9 Jan 84

First Session							Second Session			
SU 83			FALL 83				SP 84			
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Pre-production Planning							Filming/translations			
Third Session							Fourth Session			
SU 84			FALL 84				SP 85			
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
			Presentation Inservice Workshops							
Fifth Session							Sixth Session			
SU 85			FALL 85				SP 86			
Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
			Evaluation of Teacher Competency On-Site Field Testing Produce instructional manual for Individualized Learning Package/Modules				Dissemination of information at State, National, and International Conferences			
Seventh Session										
			FALL 86							

Illustration 3

Proposed Inservice
Workshops Dates/Sites

Oct. 84

L.A. City Unified Sch
District

Feb. 85

L.A. County Unified
School District

April 85

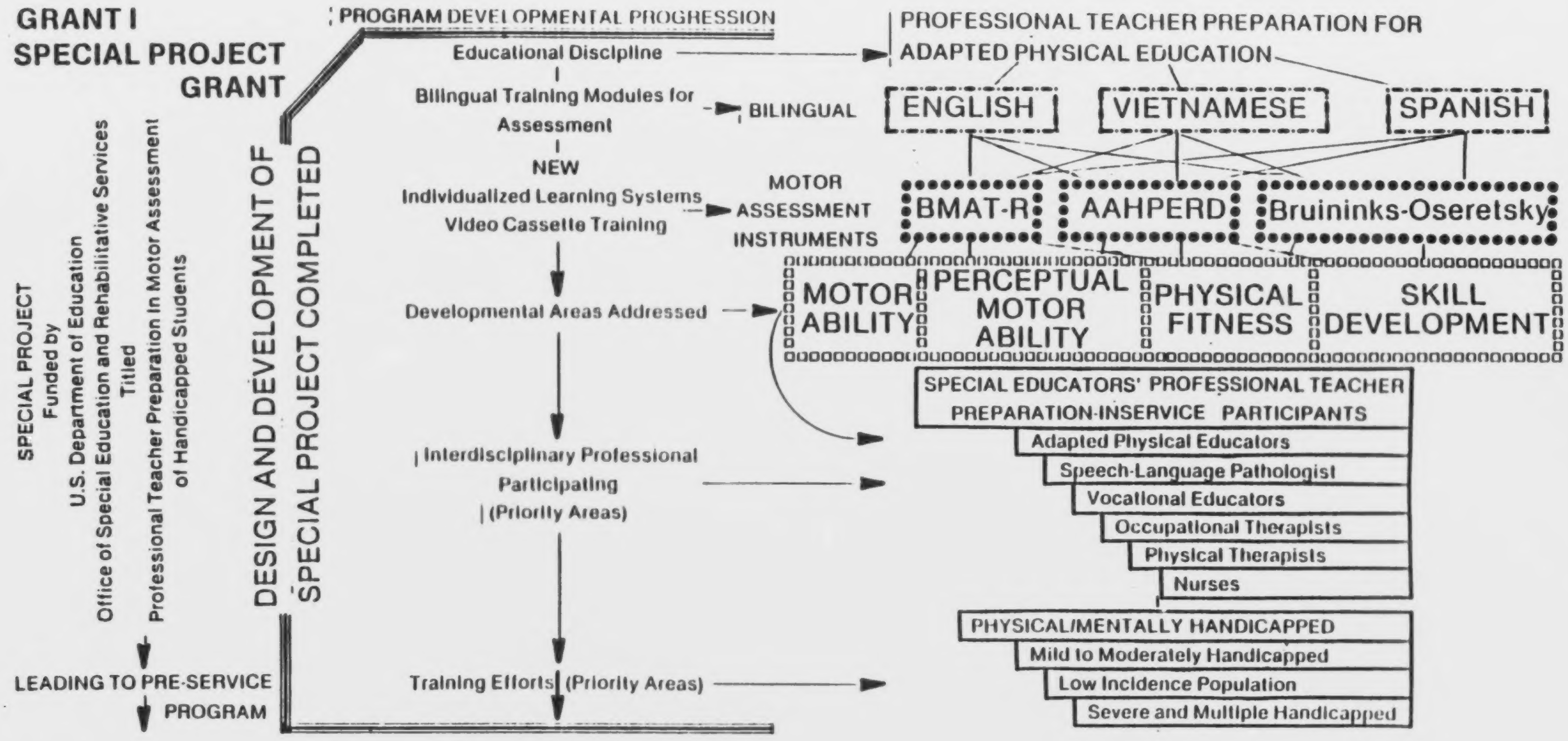
Orange County Unified
School District

Proposed Conferences

National Conferences
Activity for Exceptio
Individuals
United States Nationa
Commission for UNESCO
Conference
National Association
for Physical Educatio
in Higher Education
AAHPERD National
Conference Internatio
Symposium

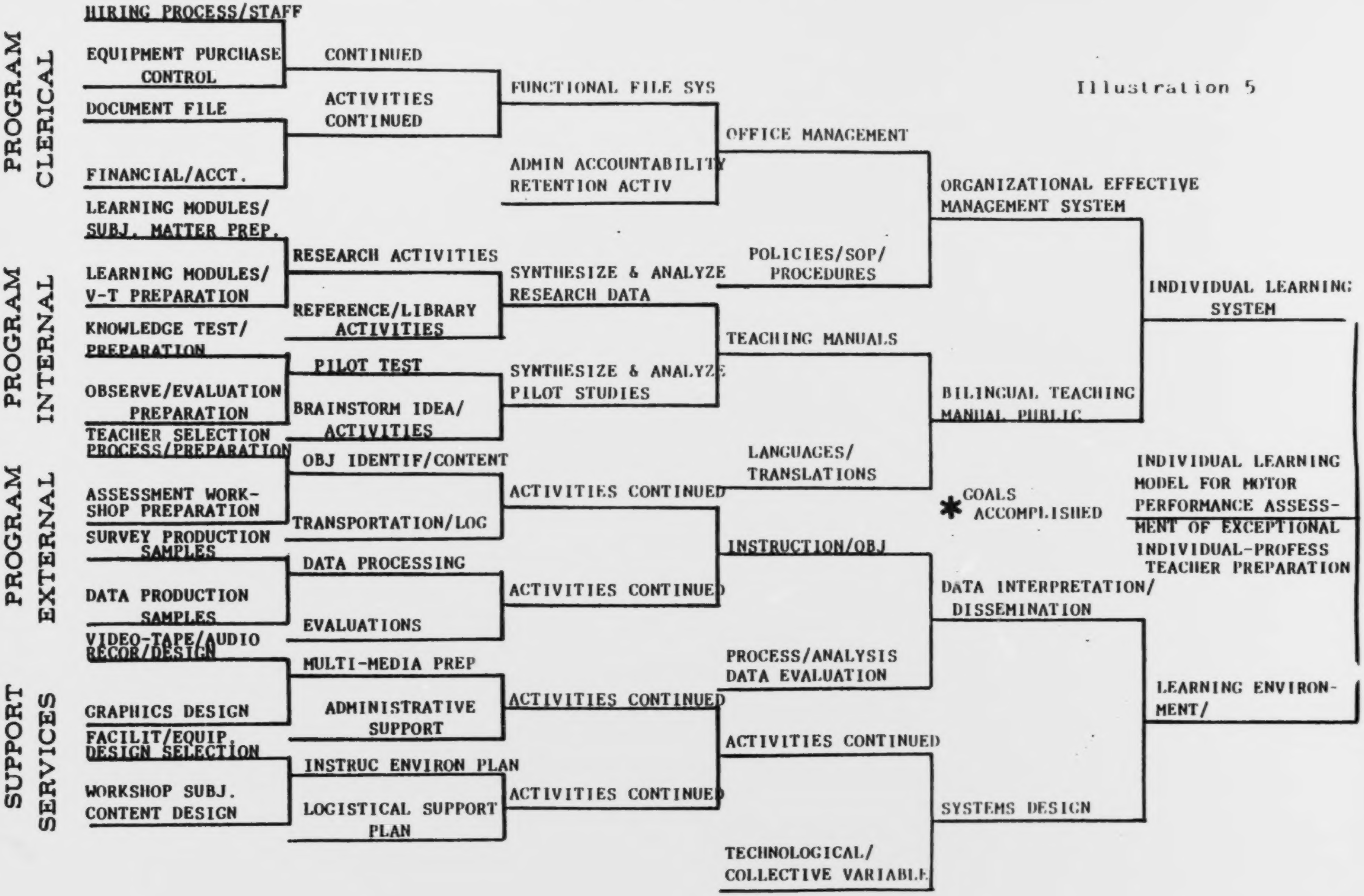
FIGURE 2

Illustration 4


GRANT I
SPECIAL PROJECT
GRANT
SPECIAL PROJECT
Funded by
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Titled
Professional Teacher Preparation in Motor Assessment
of Handicapped Students
LEADING TO PRE-SERVICE
PROGRAM
DESIGN AND DEVELOPMENT OF
SPECIAL PROJECT COMPLETED
PROGRAM DEVELOPMENTAL PROGRESSION
Educational Discipline
Bilingual Training Modules for
Assessment
NEW
Individualized Learning Systems
Video Cassette Training
Developmental Areas Addressed
Interdisciplinary Professional
Participating
(Priority Areas)
Training Efforts (Priority Areas)
BILINGUAL
MOTOR
ASSESSMENT
INSTRUMENTS
PROFESSIONAL TEACHER PREPARATION FOR
ADAPTED PHYSICAL EDUCATION
ENGLISH
VIETNAMESE
SPANISH
BMAT-R
AAHPERD
Bruininks-Oseretsky
MOTOR ABILITY
PERCEPTUAL MOTOR ABILITY
PHYSICAL FITNESS
SKILL DEVELOPMENT
SPECIAL EDUCATORS' PROFESSIONAL TEACHER
PREPARATION-INSERVICE PARTICIPANTS
Adapted Physical Educators
Speech-Language Pathologist
Vocational Educators
Occupational Therapists
Physical Therapists
Nurses
PHYSICAL/MENTALLY HANDICAPPED
Mild to Moderately Handicapped
Low Incidence Population
Severe and Multiple Handicapped

b) Analytic Decisionmaking and Resource Management Systems

Illustration 5


PROGRAM CLERICAL
PROGRAM INTERNAL
PROGRAM EXTERNAL
SUPPORT SERVICES
HIRING PROCESS/STAFF
EQUIPMENT PURCHASE CONTROL
DOCUMENT FILE
FINANCIAL/ACCT.
LEARNING MODULES/ SUBJ. MATTER PREP.
LEARNING MODULES/ V-T PREPARATION
KNOWLEDGE TEST/ PREPARATION
OBSERVE/EVALUATION PREPARATION
TEACHER SELECTION PROCESS/PREPARATION
ASSESSMENT WORK-SHOP PREPARATION
SURVEY PRODUCTION SAMPLES
DATA PRODUCTION SAMPLES
VIDEO-TAPE/AUDIO RECOR/DESIGN
GRAPHICS DESIGN
FACILIT/EQUIP. DESIGN SELECTION
WORKSHOP SUBJ. CONTENT DESIGN
CONTINUED
ACTIVITIES CONTINUED
RESEARCH ACTIVITIES
REFERENCE/LIBRARY ACTIVITIES
PILOT TEST
BRAINSTORM IDEA/ ACTIVITIES
OBJ IDENTIF/CONTENT
TRANSPORTATION/LOG
DATA PROCESSING
EVALUATIONS
MULTI-MEDIA PREP
ADMINISTRATIVE SUPPORT
INSTRUC ENVIRON PLAN
LOGISTICAL SUPPORT PLAN
FUNCTIONAL FILE SYS
ADMIN ACCOUNTABILITY RETENTION ACTIV
SYNTHESIZE & ANALYZE RESEARCH DATA
SYNTHESIZE & ANALYZE PILOT STUDIES
ACTIVITIES CONTINUED
ACTIVITIES CONTINUED
ACTIVITIES CONTINUED
ACTIVITIES CONTINUED
OFFICE MANAGEMENT
POLICIES/SOP/ PROCEDURES
TEACHING MANUALS
LANGUAGES/ TRANSLATIONS
INSTRUCTION/OBJ
PROCESS/ANALYSIS DATA EVALUATION
ACTIVITIES CONTINUED
TECHNOLOGICAL/ COLLECTIVE VARIABLE
ORGANIZATIONAL EFFECTIVE MANAGEMENT SYSTEM
BILINGUAL TEACHING MANUAL PUBLIC
✱ GOALS ACCOMPLISHED
DATA INTERPRETATION/ DISSEMINATION
SYSTEMS DESIGN
INDIVIDUAL LEARNING SYSTEM
INDIVIDUAL LEARNING MODEL FOR MOTOR PERFORMANCE ASSESS-MENT OF EXCEPTIONAL INDIVIDUAL-PROFESS TEACHER PREPARATION
LEARNING ENVIRON-MENT/

*CURRENTLY AT THIS STAGE

Major Objectives Accomplished (year 2) - One hundred sixty-eight (168) teachers were trained in the second year. Of this group, fourteen (14) separate occupational disciplines were represented. The trainees included:

89	Adapted Physical Educator
25	Classroom Teacher
02	Counselor
03	Nurse
02	Occupational Therapist
10	Physical Educator
03	Physical Therapist
01	Psychologist
01	Recreation Therapist
01	Administrator - District Level
12	Special Educator
02	Speech Therapist
14	Teacher Aide
03	Vocational Specialist

In-service workshops were conducted in seven major geographical areas in California (Illustration 6). They were held at:

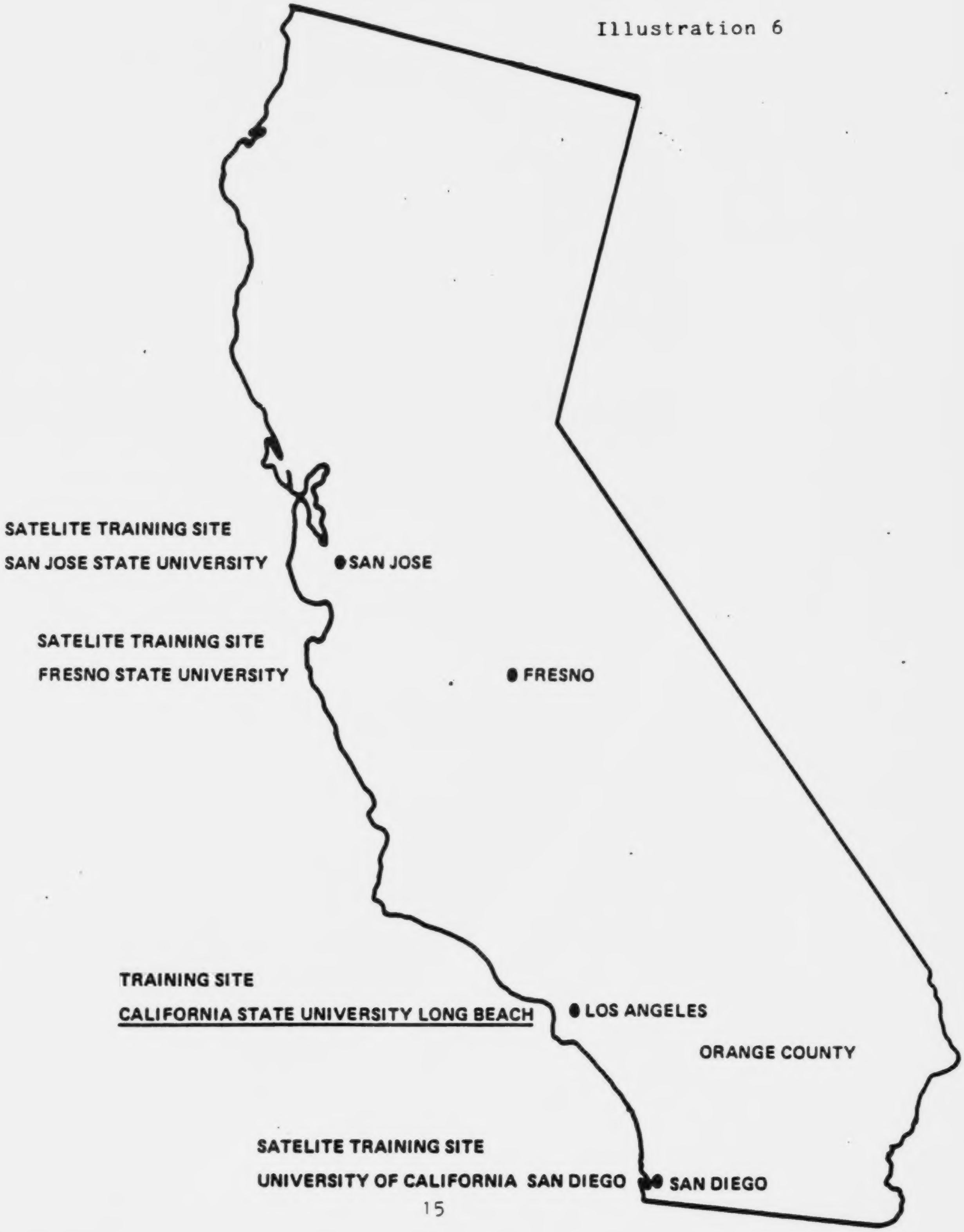
LOS ANGELES AREA	California State University, Long Beach Long Beach
SAN DIEGO AREA	University of California, San Diego La Jolla
ORANGE COUNTY AREA	Orange County Department of Education Costa Mesa
	Santa Ana Unified School District Santa Ana
FRESNO AREA	California State University, Fresno Fresno
SAN JOSE AREA	San Jose State University San jose
SANTA BARBARA AREA	Santa Barbara County, Dept. of Education Santa Barbara

The trainees participating in the program are included in Appendix A, with the following categorical listings:

Listing A1: Total Number of Trained by Geographical Area

CALIFORNIA
UNIVERSITY COOPERATIVE AND PUBLIC/PRIVATE SCHOOL PARTNERSHIP PROGRAM TRAINING CADRE AND PRACTICUUM SITES

Illustration 6


SATELITE TRAINING SITE
SAN JOSE STATE UNIVERSITY
SAN JOSE
SATELITE TRAINING SITE
FRESNO STATE UNIVERSITY
FRESNO
TRAINING SITE
CALIFORNIA STATE UNIVERSITY LONG BEACH
LOS ANGELES
ORANGE COUNTY
SATELITE TRAINING SITE
UNIVERSITY OF CALIFORNIA SAN DIEGO
SAN DIEGO

Listing A2:	Trainees by Occupational Position and Language
Listing A3:	Trainees by Occupational Position, Language Proficiency, Student Population Experiences and Grade Level.
Listing A4:	Trainee by Occupational Position and School Site
Listing A5:	Consolidate Trainee List

B. THIRD YEAR ACCOMPLISHMENTS:

The third year activities included the continuation of the teacher training program with a focus on the following components: 1) Professional Teacher Preparation, 2) Bilingual communication for "Limited-English Proficient (LEP) children, 3) Special education for handicapped children, 4) Assessment and 5) Multi-media and instructional technogy applications. Specific objectives accomplished in the third year were:

... Conduct of "Follow-up Consultation" in-service workshop sessions to continue training the participants trained in the second year.

... Collection and analysis of evaluative statistical data of the second year trainees to include learning performance of teachers-in-training and a longitudinal study of teacher competency through field testing and knowledge gained over an extended period of time.

... Conduct of additional in-service workshops (Phase II) and dissemination of the research information throughout the United States, Canada and Latin America, and

... Continuous development, modification and refinement of the instructional program.

1. Objective: Follow-up Consultation In-service Workshop/Sessions: Fifty (50) trainees of the original 168 teachers who participated in the second year training program were selected for the follow-up consultation sessions. The number of trainees represented the major georgraphical areas throughout California and were evenly divided in accordance with the number of trainees initially trained in each area. The selection was as follows:

17	Los Angeles/Orange County Area
11	Fresno
07	San Diego
07	San Jose
08	Santa Barbara

The timeline between the initial workshops and follow-up sessions was from 10 to 18 months, as depicted below:

Initial In-service Workshop/site		Follow-up consultation In-service Workshop	Time Laps (Approximate)
Dec 1-2, 1984	Long Beach	May 10, 1986	18 months
Feb 2-3, 1985	San Diego	April 26, 1986	14 months
Feb 23-24, 1985	San Jose	April 12, 1986	13 months
Mar 9-10, 1985	Orange Cty	May 10,1986	14 months
Mar 23-24, 1985	Fresno	April 6, 1986	13 months
May 18-19, 1985	Santa Ana	May 10, 1986	12 months
Jun 7-8, 1985	Santa Barbara	March 14, 1986	10 months

Three major activities were conducted for each of the follow-up sessions.

a. Teacher Competency: Observational profiles and competency checklists to measure gains in pratical experience/application were used to reinforce and improve test administration proficiency.

b. Knowledge Tests: The same test which was used for the initial in-service workshop training sessions were administered to the 50 trainees to determine the knowledge gained or retained since their first training session.

c. Assessment Summaries: Assessment summaries written by the Phase I trainees showed a lack of consistency in presentation of assessment information and a need existed to improve the quality of evaluation write-up and assessment interpretation. An assessment summary model was developed and provided during The In-service Follow-up Consultation Sessions.

The assessment summary contains eight categories. Section 1 contains all the pertinent student data and testing record data. Other information can be added as needed. Section 2, the bases for referral, is included to give the examiner some information as to why the child was referred. The referral may originate from the teacher, guidance committee and/or parents. The child may come from a parallel program, maybe entering a public school from a private school or vise-versa and recommended by an IEP committee for a re-assessment. Whatever the bases of referral other documentation on the child can be obtained from those sources. Section 3, general description/procedures, is used to review information which may have a direct or indirect impact on test interpretation and/or program recommendation. For example, medical records may be checked for any relevant information. This preliminary examination of a child's history may pinpoint sources for more in-depth assessment. Sources of preliminary information may come from student files, which contain cumulative assessment information, parent information, past assessments and IEP's, insight from other school personnel, medical records, and other related documents. Section 4, evaluation instruments used, include a description of the test and subtest descriptions in general terms. This information will be helpful for the IEP team and others concerned with the areas assessed and intent and/or purpose of the test. Section 5, data analysis of current performance levels, involves the documentation of the data obtained and the test interpretation. Evaluation of results may support findings on student performance between various different subtest. Section 6, strength and weaknesses, include simple statements highlighting areas of concern and areas where the student excells. Weaknesses consistently portrayed on a variety of sub-tests should be carefully analyzed in order to support goal and objective statement on the IEP. Strength areas may indicate avenues for mainstreaming or involvement in an environment of lesser restriction and used to provide motivation for the improvement of weak areas. Section 7, conclusion and recommendations, provides a summary of student abilities and correlates them with eligibility criteria for placement in physical education programs and provides direction for writing the IEP.

2. Objective: Conduct of Phase II - Inservice Workshops: During the third year, additional in-Service workshops were conducted. A workshop was conducted at:

Texas Woman's University, Department of Physical Education Doctoral Degree Program, Denton, Texas (20 participants) February 6, 1986.

Two in-service workshops were also conducted in Latin America. Third party in-kind contributions from the respective countries were provided for these sessions. The workshops were held in:

San Salvador, El Salvador, for Universidad de El Salvador and Organizacion Nacional de Olimpiadas Especial, Palacio de Los Deportes, (54 participants) January 13 - 15, 1986.

Universidad de Zulia, Facultad de Humanidades y Educacion, Maracaibo Estadoo Zulia, Venezuela, (50 participants) January 21 - 23, 1986.

3. Objective: Dissemination of Information: One of the most efficient methods of information dissemination in the professional eduction field is at professional conferences. Because of the inter-disciplinary content of this grant project, its various articulation in bilingual education, instructional technology, special education and adapted physical education and interest to a broad range of teaching professions, presentations were conducted at 4 major conferences in an effort to reach delegates from United States, Canada, and Latin America. Presentations were made at:

November, 1985	Central American and Caribean Commission of Physical Education, Sport, and Recreation for the Handicapped (CACEFI), held in Barguisimeto, Venezuela.
March, 1986	California Association for Health, Physical Education and Recreation, San Diego, California (March 20 - 23, 1986)
April, 1986	National Association of Bilingual Education, Chicago, Illinois (April 1 - 4, 1986).
June, 1986	Fiesta Educativa Conference, University of Southern California, Los Angeles, California (June 6 - 7, 1986).

4. Objective: Training of trainers completed by Phase I (1st Generation) in-service trainees: One of the major

objectives of the grant project was to train the in-service participants to continue training other professionals in their area. The Phase I trainees reported the following:

Area	# of 1st Generation of trainees reporting the training of others	# of 2d Generation trainees trained
Los Angeles/Long B.	25	32
Orange County	22	33
San Diego	16	16
San Jose	15	18
Fresno	14	18
Santa Barbara	08	18
	100	135

5. Objective: Physical Education Service Expanded: Based on the follow-up survey, the following information was reported:

a. 1,146 handicapped students were referred for further assessment by the 1st generation trainees. They were:

332	Los Angeles/Long Beach
223	Orange County
270	San Diego
212	San Jose
42	Fresno
67	Santa Barbara

3,864 Estimated overall based on average of 23 children referred per trainee (168 trainees)

b. 660 handicapped students were receiving additional physical education services as a result of referrals.

Educational options:

82 Los Angeles/Long Beach

212	Orange County
214	San Diego
87	San Jose
25	Fresno
40	Santa Barbara

2,184 Estimated overall based on average of 23 children receiving additional Physical Education services per trainee (168 trainees).

6. Objective: Grant Project/Motor Assessment Training Awareness: Increasing the awareness of adapted physical education activities, and promoting an interdisciplinary approach in the education of the handicapped was and remains a prime concern of the research project. Accordingly, of the trainess included in the in-service workshops, they reported that they had gained awareness, knowledge, skill, and methods in working with the handicapped.

EVALUATION OF TRAINING PROGRAM

The purpose of this project was to develop and determine the effectiveness of an individualized educational program to train teachers on the job in the motor performance assessment of handicapped students, since it is difficult for teacher to leave their present teaching position to return to the traditional university preservice program. It was hypothesized that an individual in-service program utilizing instructional technology would be a viable procedure for gaining competencies in specific components of motor assessment. There were two methods of evaluating this new and innovative instructional program. The first part included collecting data for knowledge gained and analysis of the data. There were three hypotheses:

1. There would be no significant difference in the mean knowledge scores of the pretest and posttest scores within groups of those who would be instructed by the individual method (experimental group) as compared to those who received instruction by the conventional method (control group).

2. There would be no significant difference in the pretest and posttest mean knowledge scores between those students who were instructed by the individualized method (experimental group) as compared to those who received instruction by the conventional method (control group).

3. There would be no significant difference between men and women students' learning achievement under the individualized method of instruction and under the conventional teacher-directed method of instruction.

The second part of the evaluation phase included teacher attitudes and opinions which were reported in percentages.

DEVELOPMENT OF PRETEST AND POSTTEST

The test which was developed during the first year, measured the learning achievement of the trainees participating in the in-service and pre-service program. The same test was used for the pretest and posttest. A list of 100 test items regarding the instructional content was developed by three specialists in adapted physical education. An adapted physical education advisory group consisting of five individuals were then asked to select test items for the examination which best measured the trainees' knowledge of instructional content. The criteria used for the selection process of the test items included the mechanics of test administration, general information and comprehensiveness of all areas related to the Basic Motor Ability Test, the AAHPERD, Health Related, Test and the Bruininks-Oseretsky Test of Motor Proficiency. To establish reliability, the investigator administered the test once to students enrolled in an adapted physical education class. From an item analysis, comprehensiveness of all areas related to the Basic Motor Ability Test, the AAHPERD, Health Related, Test and the Bruininks-Oseretsky Test of Motor Proficiency. To establish reliability, the investigator administered the test once to students enrolled in an adapted physical education class. From an item analysis, the investigator selected 15 functional questions for each of the assessment instruments used which became the questions for the pretest and posttest, for a total of 45 questions. Item discrimination and the difficulty of each test question was also taken into consideration as recommended by Roscoe (1975). To determine internal consistency reliability, the odd-even scores were scored separately and a Pearson correlation coefficient between the two scores was calculated. The Spearman-Brown prophecy formula was then used to determine a more accurate reliability score since the Pearson correlation coefficient was calculated from a test approximately one-half the length of the final test. Due to the fact that different content areas were covered in different sections, the odd-even reliability method was recommended. The reliability coefficient on the test was .86 and acceptable (Fox, 1969).

SELECTION OF TRAINEES FOR IN-SERVICE WORKSHOP (EXPERIMENTAL) AND PRE-SERVICE (CONTROL GROUP)

The trainees selected to participate in the project were individuals involved in the education of the handcapped and who were responsible for or assisting in the motor performance assessment of handicapped students. The students selected to participate in the control group were undergraduate and graduate students majoring in adapted physical education at California State University, Long Beach.

ADMINISTRATION OF THE PRETEST AND POSTTEST

A pretest was administered to the experimental and control group before instruction began. The posttest was administered after instruction was given. The same test was given for the "Follow-up Consultation" in-service workshop/sessions.

INSTRUCTIONAL PROCEDURE

The content of the material presented was the same for both groups. Only the instruction methods were different.

1. Experimental Group: There was an orientation to acquaint trainees with the procedures to follow in utilizing the individualized learning program. Students were familiarized and instructed in the use of all multimedia teaching aids. No restrictions on time were made, except that the trainees were required to maintain a journal recording the amount of time spent learning from the individualized learning modules. The journal was kept to verify attendance and utilization of alternative

learning activities. Concomitantly, the students were allowed to study the information according to their own learning style. Reading and viewing the videocassettes presentation were the two principle learning activities for the experimental group. Other optional learning activities were also privided.

2. Control Group: A prepared lesson was the instrument from which information was disseminated to the control group. The material presented was the same as the individualized instructional module. However, the control group received a series of lectures and testing demonstration by the investigator. Attendance was kept and a similar journal recording the amount of time spent studying outside of class was required of all students in the control group. At the conclusion of the instruction, students were tested.

CONTROLS OF INTERVENING VARIABLES

The following controls were initiated so that the intervening variables would not affect the data differentially as recommended (Fox, 1969):

1. Used only teachers who taught the handicapped for the experimental group and used only teachers specializing in adapted physical education for the control group.
2. Collected data using trained assistants to avoid favorabley or unfavorably affecting the experimental or control group, so that the investigator did not bias the results.
3. Developed an instrument containing the same content validity to be used as a pretest and posttest for the experimental and control groups.
4. Informed the students participating in the study of the purpose of the experiment and explained that it was important not to discuss among themselves what they were doing to avoid biasing the results.
5. Administered the pretest and posttest to the experimental and control groups in the same manner.

TREATMENT OF DATA

Test scores were collected on individual score cards during the pretest and posttest. A two-way by three-way analysis of variance was applied to analyze the data between the groups, and the interaction between the means. A total registered time spent studying and data collected from a questionnaire evaluating various aspects of the study were analyzed separately and reported in raw frequencies and percentages.

ANALYSIS OF DATA

The information obtained during the pretest and posttest phases was analyzed to compare the differential effects, if any, of the variables under study. Specifically, the analysis was conducted to determine the effectiveness of the individualized learning (In-service) method of instruction. In addition, the analysis was conducted to determine if significant differences existed between student achievement by sex categories within teaching methods. Moreover, information related to student study time, attitudes, and opinions related to the various learning modes is presented. All data from which calculations were made is included in Appendix A. In addition, the data collected regarding teacher competency checklists, occupational status, trainee educational background, teaching experience and the student population taught by each trainee as well as the status of the trainee's file is included in Appendix B. This information proved to be valuable for selecting the 50 trainees for the follow-up consultation sessions and for identifying key individuals to assist with the training of second generation trainees.

Initial Status of the Two Groups

The number of trainees included in the experimental and control group is presented in Table 1. Also depicted in Table 1, are the initial mean scores and the standard deviation for each group of subjects. Although the control group had a higher pretest mean score, the two groups were very closely matched as shown by m knowledge scores of the two groups of subjects.

Table 1

Statistical Data Illustrating Initial and Terminal Status of the Two Groups from Pretest and Posttest Scores

Group	Pretest			Posttest		
	n	$\bar{x}$	SD	n	$\bar{x}$	SD
Experimental						
Male	22	15.8	4.38	22	21.6	6.38
Female	88	15.2	4.64	88	22.9	7.06
Overall	110	15.3	4.55	110	22.6	6.92
Control						
Male	06	18.8	6.34	06	30.7	7.97
Female	18	23.1	7.05	18	33.3	4.99
Overall	24	22.0	7.01	24	32.6	5.79

Significance of the Pretest and Posttest Scores

It was indicated in the initial information obtained by the analysis presented in Table 2 that the F-value between the pretest and posttest scores for both the experimental and control group was significant. A repeated measures analysis of variance indicated a significant effect for this main effect of time, indicating that learning took place in the two methods of teaching, $F(1,131) = 130.64$, $p < .05$. Collectively, the students improved their mean knowledge scores significantly from prestest to posttest, as indicated in Table 2 and Figure 1 (Experimental group from 15.3 to 22.6 and the control group from 22.0 to 32.6, as shown in Table 1).

When comparing the improvement by teaching methods, the statistical information indicated a significant group effect by time, $F\ (1,131) = 7.40$, $p < .05$. There was sufficient evidence to reject the first two hypotheses. It was stated in these two hypotheses that there would be no significant difference in the mean knowledge scores of the pre-test and posttest scores within or between the groups being instructed by the individual method (experimental group), or those who received instruction by the conventional method (control group). The statistical analysis, through the group's main effect ($F = 30.45$, $P < .05$) indicated that there was significant variation in the improvement gains within the group of students who learned through individualized instruction or those individuals receiving a conventinal method of instruction--the latter showing higher improvement gains. However, the analysis of variance of the terminal results of both groups indicated that students in both groups attained a high level of achievement, even though the control group achieved a slightly higher mean score as indicated by Figure 1. In essence, this information was of major important since the principal investigator was primarily interested in determining if the individualized learning method was a viable method for gaining specific information related to the motor perfomance assessement of handicapped students within a two-day workshop. The data indicated that the in-service workshops were effective.

It is noted in Table 2, also, that the F-value for the sex by group interaction was not significant, so the third hypothesis was retained. It was stated in the third hypothesis that there would be no significant different between male and female students' learning achievement under the individualized method of instruction and under the conventional teacher-directed method of instruction. The statistical results did not support a significant effect, $F\ (1,131) = 1.26$ $p < .05$, thus it was concluded that the males and females could use either method of learning and achieve similar results.

Table 2

Repeated Measures Analyses of Variance
Pretest and Posttest Scores
Experimental vs. Control

Source of Variance	Sums of Squares	df	Mean Square	F	Tail Prob.
Mean	58483.54	1	58483.54	1082.41	.0000 *
Group	1645.05	1	1645.05	30.45	.0000 *
Sex	102.66	1	102.66	1.90	.1704
Group by Sex	67.88	1	67.88	1.26	.2644
Error	6970.00	129	54.03		
Time	2245.72	1	2245.72	130.64	.0000 *
Group by Time	127.29	1	127.29	7.40	.0074 *
Sex by Time	.04	1	.04	.00	.9595
Group by Sex by Time	21.67	1	21.67	1.26	.2636
Error	2217.49	129	17.18		

* P < .05 Level of Significance

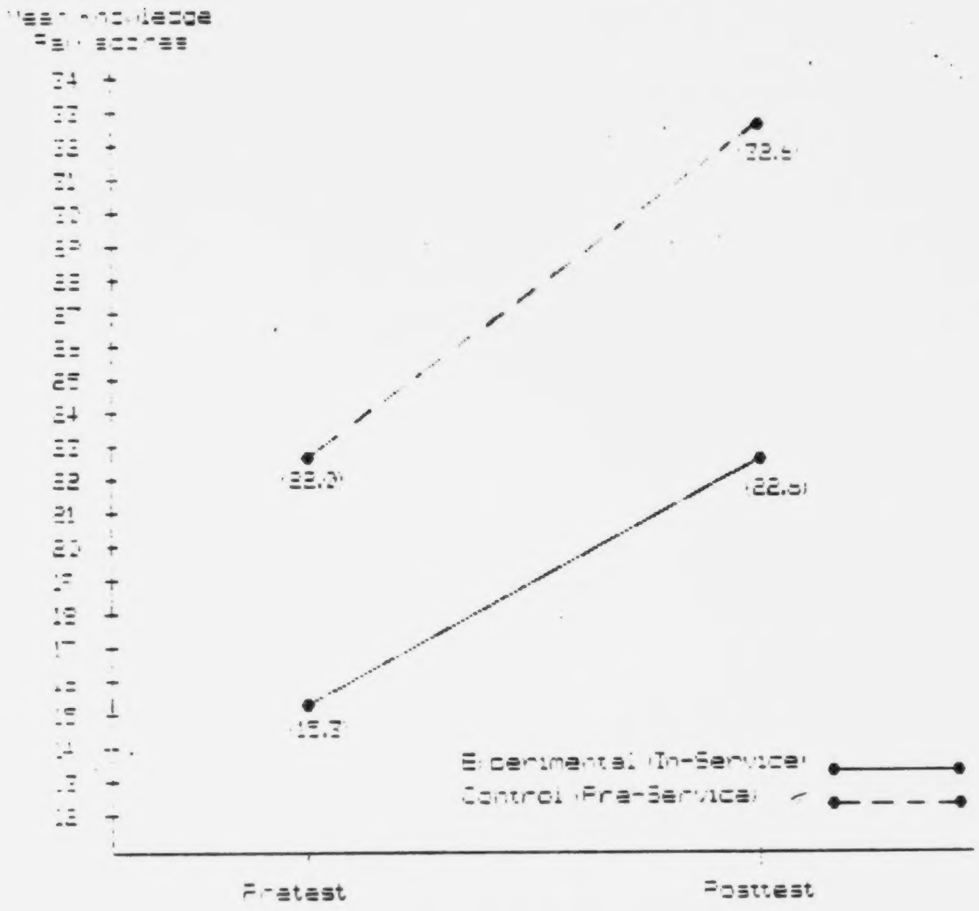


Figure 1. Pretest and Posttest Comparisons of Control and Experimental Methods of Instruction.

Another concern of the grant project was to determine the amount of information retained by the trainees who received instruction using the individualized learning modules during the in-service workshops. A t-test was used to evaluate the posttest scores of the these trainees and the scores they received in the follow-up sessions.

The t-test value of 8.59 indicated that there was a significant improvement with the scores obtained in the follow-up consultation sessions as depicted in Table 3 (mean difference = +10.40). This indicated that the trainees were motivated and because of their interest, they continued to study the material even after the initial in-service workshops were completed.

Data was also collected regarding the achievement of trainee between workshop and occupational positions as depicted in figure 3. It was noted that classroom teachers improved the most. This was true for both English and bilingual speaking teachers.

TABLE 3

Comparison of Posttest and Follow-up Consultation Scores

t-TEST

			MEAN	10.40
T STATISTIC	P-VALUE	DF	STD DEV	8.55
			S. E. M.	1.21
8.59	.0000	49	SAMPLE SIZE	50
			MAXIMUM	30.00
			MINMUM	- 9.00

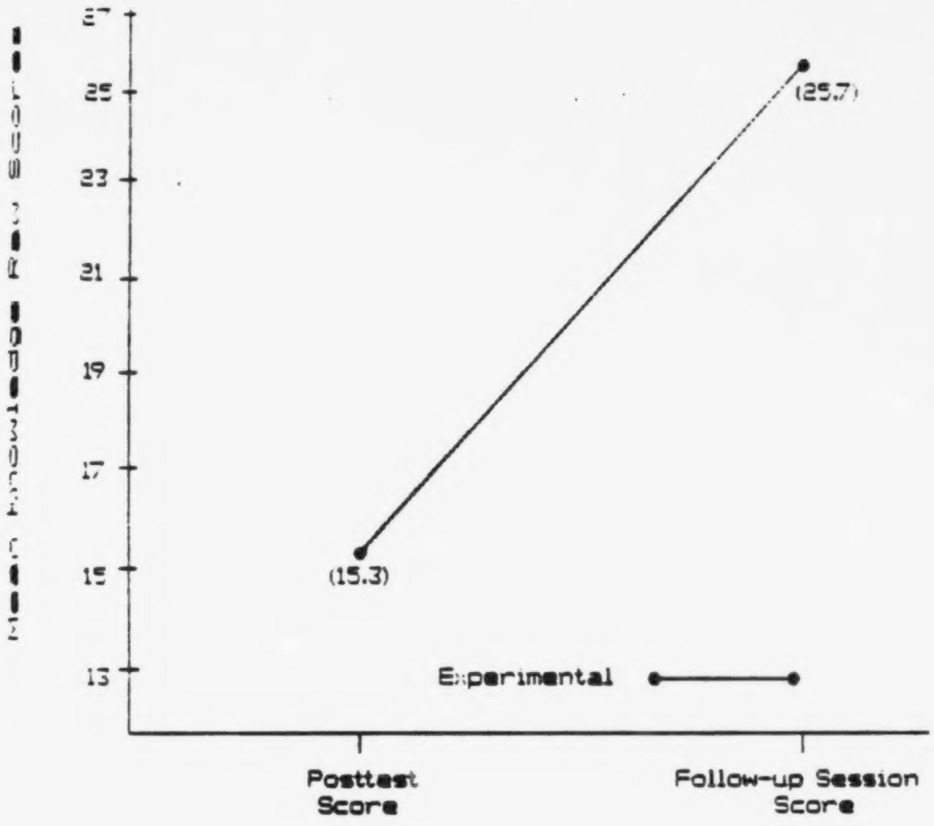


Figure 2. Comparison of Posttest and Follow-up Session Scores of Experimental group.

GAIN IN KNOWLEDGE BETWEEN PRE/POSTTEST OF ALL WORKSHOPS

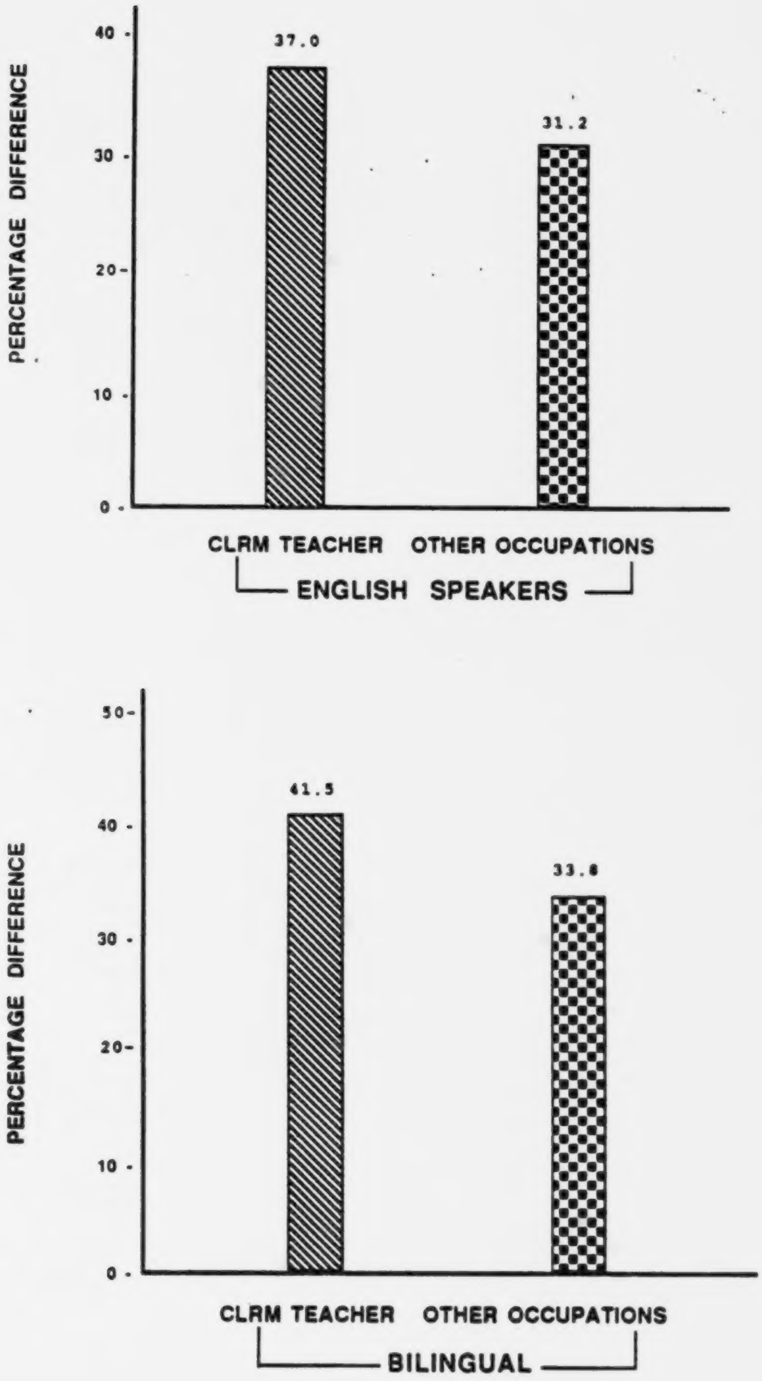


FIGURE 3

Study Time and Course Evaluation

Another performance type variable, although not a measure of learning *per se*, but of direct interest to this project was considered. This was the amount of time students spent studying during the in-service workshops. The mean times in minutes are shown for the experimental group only along with the options provided for learning. The mean times for reading, viewing the video-cassettes and practicums are illustrated in Figure 4. The investigator was not concerned with learning as function of time. Therefore, the time that students were exposed to the learning materials was not controlled. The investigator was more concerned with the alternative options provided for learning, so journals were kept by the trainees to ascertain differences among trainees learning styles. Such differences, as reflected by the various study time, would lend great support to the notion that student learning styles and preferences should be considered in the development of teacher preparation programs. Moreover, careful consideration should be given to the learning styles among the various discipline.

It appears through observation of the times recorded that the practicum was the method most often used by the trainees to learn as illustrated in Figure 4. Approximately half of the total time spent studying was spent in practicums. The second alternatives for learning were reading and viewing the video-cassette respectively, each method used about equally.

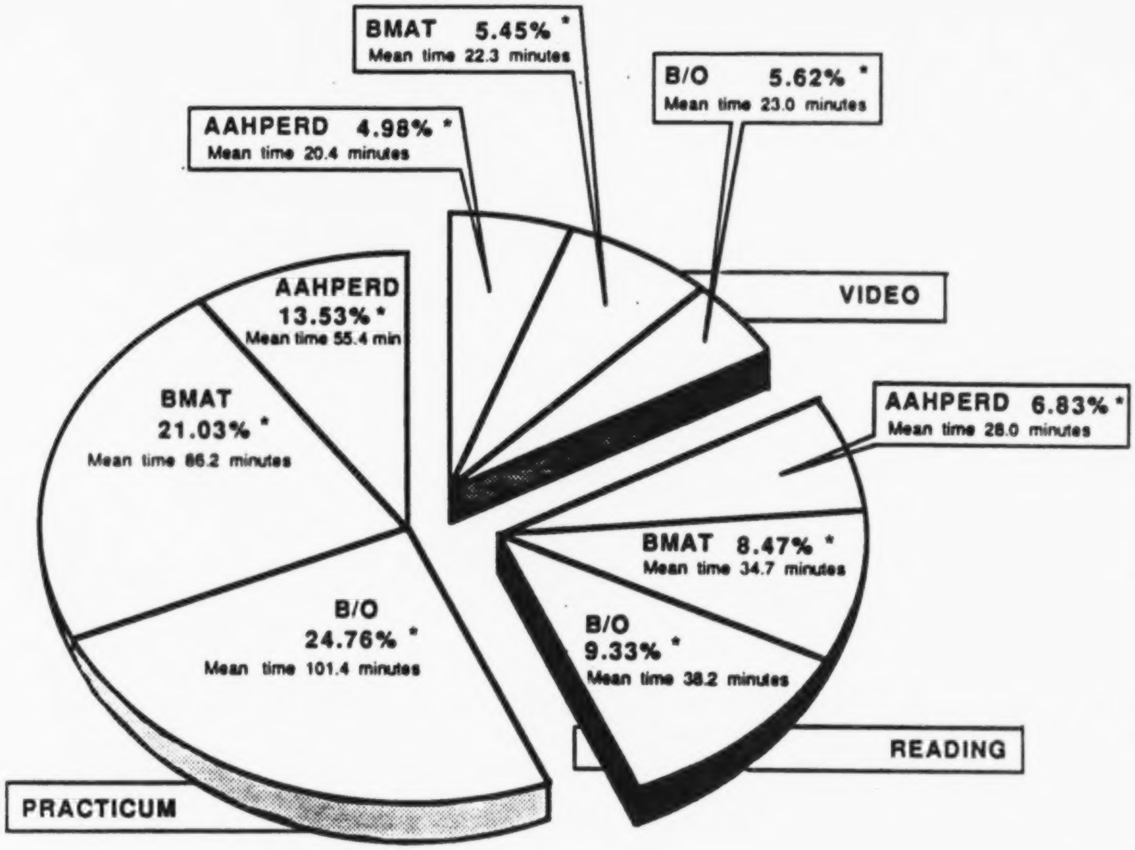
In regard to the individual assessment instruments learned, the trainees spent most of their time studying the Bruininks-Oseretsky Test of Motor Proficiency. This was expected due to the number of test items included in this instrument.

Data were also collected regarding the attitudes expressed by the students exposed to the various learning modes available in the individualized method of instruction through the use of an evaluation form. Although all students completed and returned the forms, not all questions were answered by all subjects as depicted in the various tables. Marginal tabulations were conducted on all questions and reported in the same order as the questions appeared on the evaluation form. All results from the evaluations are raw frequencies and percentages based on the respective responses.

The first part of the evaluation form was designed to determine how the trainees rated the value of the learning activities which were available. It was noted that the majority of students indicated that the options available for learning were interesting and of value for learning, as illustrated in Table 4 (Quality of Individualized Learning Program Learning Activities). Ninety-one percent of the trainees rated the reading material good to excellent, ninety-nine percent of the respondents who viewed the video-cassettes stated that they were good to excellent and that they were a useful method of learning,

Figure 4

MEAN TIME SPENT BY TRAINEES
ON EACH LEARNING MODE BY SUBTEST



* PERCENTAGE OF ACCUMULATIVE TOTAL

Table 4

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

MASTER LIST (PHASE I)

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	68	47	Excellent	96	67	Excellent	89	63
Good	63	44	Good	39	27	Good	40	28
Fair	9	6	Fair	7	5	Fair	12	9
Marginal	4	3	Marginal	1	1	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	110	78	Excellent	111	80	Excellent	89	61
Good	30	21	Good	27	19	Good	48	33
Fair	1	1	Fair	2	1	Fair	7	5
Marginal	0	0	Marginal	0	0	Marginal	2	1
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	81	60	Excellent	90	68	Excellent	92	70
Good	38	28	Good	35	27	Good	35	26
Fair	9	7	Fair	7	5	Fair	5	4
Marginal	4	3	Marginal	0	0	Marginal	0	0
Poor	2	2	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #1
LOS ANGELES

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	12	34	Excellent	25	71	Excellent	20	61
Good	20	57	Good	8	23	Good	12	36
Fair	2	6	Fair	2	6	Fair	1	3
Marginal	1	3	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	29	83	Excellent	32	94	Excellent	20	61
Good	6	17	Good	2	6	Good	12	36
Fair	0	0	Fair	0	0	Fair	1	3
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	18	56	Excellent	20	63	Excellent	18	56
Good	11	35	Good	10	31	Good	14	44
Fair	3	9	Fair	2	6	Fair	0	0
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #2
SAN DIEGO

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	16	72	Excellent	15	68	Excellent	14	63
Good	4	18	Good	5	22	Good	5	23
Fair	1	5	Fair	1	5	Fair	3	14
Marginal	1	5	Marginal	1	5	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	16	73	Excellent	15	68	Excellent	12	38
Good	6	27	Good	7	32	Good	18	56
Fair	0	0	Fair	0	0	Fair	1	3
Marginal	0	0	Marginal	0	0	Marginal	1	3
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessement of Bilingual child		
Excellent	15	71	Excellent	16	76	Excellent	14	66
Good	5	24	Good	5	24	Good	6	29
Fair	1	5	Fair	0	0	Fair	1	5
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #3
SAN JOSE

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	8	26	Excellent	20	65	Excellent	20	65
Good	20	65	Good	10	32	Good	9	29
Fair	2	6	Fair	1	3	Fair	2	6
Marginal	1	3	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	23	77	Excellent	25	83	Excellent	18	60
Good	7	23	Good	5	17	Good	10	33
Fair	0	0	Fair	0	0	Fair	2	7
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	9	32	Excellent	15	54	Excellent	23	85
Good	12	43	Good	12	43	Good	3	11
Fair	2	7	Fair	1	3	Fair	1	4
Marginal	3	11	Marginal	0	0	Marginal	0	0
Poor	2	7	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #4
ORANGE COUNTY

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	16	67	Excellent	18	75	Excellent	17	74
Good	5	21	Good	4	17	Good	3	13
Fair	2	8	Fair	2	8	Fair	3	13
Marginal	1	4	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	12	57	Excellent	11	52	Excellent	13	65
Good	8	38	Good	9	43	Good	4	20
Fair	1	5	Fair	1	5	Fair	2	10
Marginal	0	0	Marginal	0	0	Marginal	1	5
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	15	68	Excellent	16	73	Excellent	14	66
Good	5	22	Good	4	18	Good	6	29
Fair	1	5	Fair	2	9	Fair	1	5
Marginal	1	5	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #5
FRESNO

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	10	53	Excellent	11	58	Excellent	12	63
Good	9	47	Good	8	42	Good	5	26
Fair	0	0	Fair	0	6	Fair	2	11
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	18	90	Excellent	17	85	Excellent	16	84
Good	2	10	Good	2	10	Good	2	11
Fair	0	0	Fair	1	5	Fair	1	5
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	17	85	Excellent	15	79	Excellent	15	75
Good	2	10	Good	3	16	Good	4	20
Fair	1	5	Fair	1	5	Fair	1	5
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
LEARNING ACTIVITIES

WORKSHOP #6
SANTA ANA

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-Cassettes		
Excellent	6	46	Excellent	7	58	Excellent	6	46
Good	5	38	Good	4	33	Good	6	46
Fair	2	16	Fair	1	8	Fair	1	8
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Viewing Video Cassettes			Organization of Assess Station			Bilingual Printed Material		
Excellent	12	92	Excellent	11	85	Excellent	10	83
Good	1	8	Good	2	15	Good	2	17
Fair	0	0	Fair	0	0	Fair	0	0
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	7	64	Excellent	8	80	Excellent	8	73
Good	3	27	Good	1	10	Good	2	18
Fair	1	9	Fair	1	10	Fair	1	9
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0

while eighty-eight percent rated the practicums good to excellent. The other learning activities which were provided also received high marks. These included lectures, organization of the assessment stations and the test. In addition, the bilingual components, English/Spanish and English/Vietnamese, were rated high. Ninety-one percent rated the video-cassettes good to excellent, ninety-four percent rated the printed material good to excellent and ninety-six rated the assessment of bilingual students during the practicums good to excellent. Ratings by workshop are also included in Table 4.

Rated in Part Two of the evaluation was the quality of the Individualized Learning Program Instructional Process (Table 5). It was noted in this Table that the majority of the trainees rated the quality of the instructional process high.

Over ninety percent rated the video-cassettes directions and presentation of materials good to excellent. Ninety-one percent felt the instructional process was motivating. The materials included during in the in-service workshops subject-matter covered and procedures used were also rated high. The facilities equipment and conditions used for studying were also given high evaluations. Ninety-six percent of the trainees liked the individualized instructional program.

The reader is referred to Appendix B for the Learning modes used by the trainees and Appendix C for 3 individual evaluation responses and test scores.

Table 5

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

MASTER LIST (PHASE I)
(6 WORKSHOPS)

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	95	75	Excellent	83	67	Excellent	83	66
Good	31	24	Good	40	32	Good	28	22
Fair	1	1	Fair	1	1	Fair	12	10
Marginal	0	0	Marginal	0	0	Marginal	1	1
Poor	0	0	Poor	0	0	Poor	1	1
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	67	52	Excellent	72	58	Excellent	74	56
Good	53	42	Good	42	34	Good	39	29
Fair	7	6	Fair	10	8	Fair	19	14
Marginal	1	1	Marginal	0	0	Marginal	1	1
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	74	58	Excellent	64	56	Like	123	96
Good	46	36	Good	35	30	Dislike	4	3
Fair	7	6	Fair	14	12	No opinion	1	1
Marginal	1	1	Marginal	2	2			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	64	52						
Good	47	39						
Fair	11	9						
Marginal	0	0						
Poor	0	0						

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #1
LOS ANGELES

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	28	80	Excellent	21	64	Excellent	19	60
Good	7	20	Good	12	36	Good	10	31
Fair	0	0	Fair	0	0	Fair	3	9
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	18	51	Excellent	19	56	Excellent	12	36
Good	15	43	Good	9	26	Good	15	46
Fair	2	6	Fair	6	18	Fair	6	18
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	22	63	Excellent	17	53	Like	35	100
Good	10	29	Good	10	31	Dislike	0	0
Fair	3	8	Fair	4	13	No opinion	0	0
Marginal	0	0	Marginal	1	3			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	20	61						
Good	10	30						
Fair	3	9						
Marginal	0	0						
Poor	0	0						

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #2
SAN DIEGO

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	8	57	Excellent	8	53	Excellent	4	27
Good	5	36	Good	7	47	Good	3	21
Fair	1	7	Fair	0	0	Fair	6	40
Marginal	0	0	Marginal	0	0	Marginal	1	6
Poor	0	0	Poor	0	0	Poor	1	6
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	3	20	Excellent	5	33	Excellent	4	27
Good	10	67	Good	10	67	Good	5	33
Fair	2	13	Fair	0	0	Fair	5	33
Marginal	0	0	Marginal	0	0	Marginal	1	7
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	3	20	Excellent	3	20	Like	15	100
Good	11	73	Good	11	73	Dislike	0	0
Fair	1	7	Fair	1	7	No opinion	0	0
Marginal	0	0	Marginal	0	0			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	4	29						
Good	9	64						
Fair	1	7						
Marginal	0	0						
Poor	0	0						

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #3
SAN JOSE

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	19	63	Excellent	15	54	Excellent	27	90
Good	11	37	Good	12	43	Good	3	10
Fair	0	0	Fair	1	3	Fair	0	0
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	10	34	Excellent	12	44	Excellent	27	73
Good	18	60	Good	13	48	Good	7	19
Fair	1	3	Fair	2	8	Fair	3	8
Marginal	1	3	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	15	50	Excellent	13	57	Like	27	90
Good	12	40	Good	3	13	Dislike	2	6
Fair	2	7	Fair	6	26	No opinion	1	4
Marginal	1	3	Marginal	1	4			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	11	37						
Good	14	46						
Fair	5	17						
Marginal	0	0						
Poor	0	0						

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #4
ORANGE COUNTY

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	12	80	Excellent	13	87	Excellent	12	80
Good	3	20	Good	2	13	Good	2	13
Fair	0	0	Fair	0	0	Fair	1	7
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	12	80	Excellent	12	80	Excellent	8	53
Good	3	20	Good	3	20	Good	3	20
Fair	0	0	Fair	0	0	Fair	4	27
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	10	67	Excellent	9	64	Like	14	93
Good	5	33	Good	5	36	Dislike	1	7
Fair	0	0	Fair	0	0	No opinion	0	0
Marginal	0	0	Marginal	0	0			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	10	71						
Good	4	29						
Fair	0	0						
Marginal	0	0						
Poor	0	0						

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #5
FRESNO

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	18	90	Excellent	18	90	Excellent	15	75
Good	2	10	Good	2	10	Good	5	25
Fair	0	0	Fair	0	0	Fair	0	0
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	15	75	Excellent	16	80	Excellent	15	75
Good	5	25	Good	4	20	Good	4	20
Fair	0	0	Fair	0	0	Fair	1	5
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	15	75	Excellent	15	79	Like	20	100
Good	5	25	Good	4	21	Dislike	0	0
Fair	0	0	Fair	0	0	No opinion	0	0
Marginal	0	0	Marginal	0	0			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	13	68						
Good	6	32						
Fair	0	0						
Marginal	0	0						
Poor								

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM
INSTRUCTIONAL PROCESS

WORKSHOP #6
SANTA ANA

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTIION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION			FACILITIES & EQUIPMENT		
Video Cassettes			Materials			Site/Number		
Excellent	10	77	Excellent	8	62	Excellent	6	46
Good	3	23	Good	5	38	Good	5	38
Fair	0	0	Fair	0	0	Fair	2	16
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Directions Comprehended			Subject Matter Coverage			Studying Conditions		
Excellent	9	70	Excellent	8	62	Excellent	8	62
Good	2	15	Good	3	23	Good	5	38
Fair	2	15	Fair	2	15	Fair	0	0
Marginal	0	0	Marginal	0	0	Marginal	0	0
Poor	0	0	Poor	0	0	Poor	0	0
Presentation of Materials			Procedures			Overall Rating		
Excellent	9	70	Excellent	7	58	Like	12	92
Good	3	23	Good	2	17	Dislike	1	8
Fair	1	7	Fair	3	25	No opinion	0	0
Marginal	0	0	Marginal	0	0			
Poor	0	0	Poor	0	0			
Motivating Factor for Learning								
Excellent	6	50						
Good	4	33						
Fair	2	17						
Marginal	0	0						
Poor	0	0						

SUMMARY

To meet the legislative mandates and educational need of handicapped children the design of a new and innovative educational program was initiated in 1983 at California State University, Long Beach under the direction of Dr. Federico J. Rodriguez. The concept of the program was intended to identify and solve critical problems involved in education of handicapped individuals and to translate those solutions into the development of practical techniques and materials. The model and innovative in-service program proposed was to developed and implemented a program to assist in the education of the handicapped and to address three categories which merited priority consideration: (1) the development of teacher competencies in the motor performance assessment process (2) special populations which include handicapped from diverse linguistic and cultural backgrounds and (3) technological applications to education to allow teachers the flexibility of gaining these competencies according to their own learning styles.

Therefore, the purpose of this research grant project was to develop an individualized technological program which would offer teachers on the job viable procedures for gaining competencies in specific components for motor performance assessment of the handicapped without having to leave their present teaching positions. Due to the large numbers of handicapped students being non or limited English proficient, the purpose was also to develope an Individualized Learning Program for in-service professional teacher preparation in the assessment of students whose primary language is either English, Spanish or Vietnamese.

The program developed under this grant project employed a bilingual education approach using a vaiety of instructional technologies in an individualized educational approach and focused on four major components, as illustrated on the following page. It set the foundation for, (1) interdisciplinary individualized educational settings, (2) multi-lingual, cross cultural emphasis applied to service delivery and assessment.

The project was the first program in the U.S. to integrate the four components which previously had not been addressed in adapted physical education.

The development of the program involved the design and implementation of an individualized learning system using video-cassettes narrated in English, Spanish and Vietnamese of the subject matter being taught. The program was designed to assist teachers in identifying and assessing the handicapped students to include the "Limited English Proficient" students in order for them to design appropriate programs that address the needs of handicapped students. Over 30 testing demonstrations were incorporated.

The assessment areas for which the individualized learning system was developed included motor ability, physical fitness, skill development and the perceptual motor functioning of handicapped students. The training efforts to which the preparation of instructional personnel was directed included physically and mentally handicapped (mildly and moderately) low incidence populations such as seriously emotionally disturbed, autistic, visually handicapped, deaf and hard hearing children and youth. Due to the interdisciplinary theme of the program, the project was of interest to all individuals involved in the education of the handicapped.

PROCEDURES

To evaluate the effectiveness of the individualized instructional program the learning gains of in-service and pre-service trainees were compared. A repeated measures analysis of variance (ANOVA) was used to determine the difference, if any, between teaching methods. Additional information related to the attitudes and opinions of the trainees toward the individualized instructional methods was also gathered to better understand the effectiveness of the program.

FINDING AND DISCUSSION

1. The mean knowledge scores improved significantly from the pretest to the posttest for both groups, indicating that learning took place within the individualized method of instruction as well as the conventional teacher-directed method. Interestingly, although the difference in the mean knowledge scores of the pretest and posttest scores between students and the improvement within groups was significant, the data indicated that students attained high achievement levels using an individualized method of instruction or attending class. Therefore, the two-day in-service workshops were effective.

2. The mean knowledge scores improved significantly from the posttest scores attained in the initial in-service workshop to the follow-up consultation session. This indicated that the trainees continue to study the subject-matter presented over an extended time and improved their learning.

3. Although the raw data for females was slightly higher in both methods of teaching, the lack of statistical significance when comparing all groups indicated that both men and women attained similar achievement levels using either type of instructional method.

4. As a whole, the trainee reaction toward using an individualized method of instruction to learn selected information over a short period of time was very favorable. The majority of the trainees reported that the individualized method

of instruction was interesting and motivating. The results of the evaluation form clearly illustrated that there was a need to provide more alternative approaches to learning which accommodated the students' individuality and permitted the student to take an active part in the learning process.

Therefore, the results of and success achieved with the individualized instructional method clearly showed a need and continued support for the project.

CONCLUSIONS

It was concluded that selected motor performance assessment information can be taught through an individualized learning package, which incorporates various learning modes and should be incorporated at the in-service and pre-service levels. The present principles and practices of individualized instruction appear to have potential for preparing teachers in the broad range of competencies needed to teach the handicapped. If students are properly prepared and the individual instructional model is designed properly, teachers can use alternative training programs effectively to help maximize the attainment of individual needs.

Moreover, the results of the research grant project supported the need for 1) a better understanding of the methods by which individuals acquire and process new information, 2) that with the development of technological instructional systems, it is possible to modify the traditional lecture/laboratory instructional programs, with more individualized information presentations, and that these more individualized presentations modules, or "mini lessons" have the flexibility of focusing on a particular subject and level of expertise for a more time efficient learning resource, 3) by pre-packaging information for various yet similar type of settings,, situations, and tasks is important in order to avoid duplication of instruction and wasting instructional time, 4) the individualized instructional program offer more individualized instruction and/or remedial instruction for individuals seeking information in specific areas. Teachers currently serving students need to be trained to utilize instructional technologies, not merely as supplementry aids, but as integral and indispensible elements in teaching strategies and 5) the project provided a variety of opportunities and services wherely teachers could obtain information that increased their professional growth and improved their abiility to assess the motor performance of handicapped students.

Although individualized instructional modules take time to develop, they are an excellent method for teaching because they can be made available for students to study any time and as many times as desired. They are cost-effective.

With these findings in mind, it can be concluded that the implementation of individualized instruction ought to be a major goal of curriculum designers in adapted physical education; particularly since there is sufficient information at the present time which needs to be disseminated to teachers so they can effectively educate handicapped students. The utilization of individualized instructional modules will hasten the task of teacher preparation required by Public Law 94-142 and help actualize the idea that handicapped students will have available to them a free, appropriate public education by being placed into the most appropriate setting as quickly, successfully, and safely as possible. The results also suggests that teachers-in-training should be given an opportunity to learn according to their own learning styles, preferences, and individual needs.

APPENDIX A

LISTING A1: TOTAL NUMBER OF TRAINEES BY GEOGRAPHICAL AREA

TOTAL NUMBER TRAINED

	E	S	V	
LA UNIFIED	19	4	0	
LA COUNTY	17	1	0	
SAN DIEGO	20	2	0	
SAN JOSE	25	8	1	
ORANGE COUNTY	23	0	0	
FRESNO	21	3	0	
SANTA ANA	0	6	9	
SANTA BARBARA	8	1	0	
	----	----	----	
	133	25	10	= 168

LISTING A2: TRAINEES BY OCCUPATIONAL POSITION AND LANGUAGE

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

MASTER LIST OF FIGURES

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	31	10	36	77	4	2	6	12					89
CLRM TEA	8	5	6	19	4		1	5		1		1	25
COUNSELOR		1		1						1		1	2
NURSE			3	3									3
OT	1	1		2									2
PHYS ED	4	2	1	7	1		2	3					10
PHYS THE	1	2		3									3
PSY		1		1									1
REC THE						1		1					1
RES SPEC	1			1									1
SPEC ED	6	1	4	11		1		1					12
SPE THE	1		1	2									2
TEA AIDE		1		1	1			1	3	3	1	7	9
VOC SPEC		3		3									3
SUBTOTAL	53	27	51	131	10	4	9	23	3	5	1	9	163

OTHER

APE JUNIOR COLLEGE = 1
APE UNIVERSITY = 1
TEACHER COLLEGE = 1
UNIVERSITY = 1
OT ADULT = 1

168

LISTING BY CATEGORIES
BREAKDOWN

LOS ANGELES UNIFIED/LONG BEACH WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	5	2	6	13		1	1	2					15
CLRM TEA			1	1									1
COUNSELOR													
NURSE													
OT													
PHYS ED		2		2			1	1					3
PHYS THE													
PSY													
REC THE													
RES SPEC													
SPEC ED													
SPE THE													
TEA AIDE					1			1					1
VOC SPEC		3		3									3
SUBTOTAL	5	7	7	19				4					23

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

LOS ANGELES COUNTY WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE			8	8			1	1					9
CLRM TEA	1	3	1	5									5
COUNSELOR													
NURSE			1	1									1
OT													
YS ED													
PHYS THE													
PSY													
REC THE													
RES SPEC													
SPEC ED	1	1		2									2
SPE THE													
TEA AIDE		1		1									1
VOC SPEC													
SUBTOTAL	2	5	10	17				1					18

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

SAN DIEGO WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	8	5	3	16	1			1					17
CLRM TEA													
COUNSELOR													
NURSE													
OT													
PHYS ED	1		1	2			1	1					3
PHYS THE													
PSY													
REC THE													
RES SPEC													
SPEC ED													
SPE THE													
TEA AIDE													
VOC SPEC													
SUBTOTAL	6	8	4	18	1		1	2					20

ALTERNATIVE: APE JUNIOR COLLEGE = 1

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INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

SAN JOSE WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	7	2	9	18		1	1	2					20
CLRM TEA		2		2	1			1		1		1	4
COUNSELOR													
NURSE													
OT		1		1									1
PHYS ED	1			1									1
PHYS THE		2		2									2
PSY		1		1									1
REC THE						1		1					1
RES SPEC													
SPEC ED			1	1		1		1					2
SPE THE													
TEA AIDE													
VOC SPEC													
SUBTOTAL	8	8	10	26	1	2	2	5	1			1	32

OT ADULT = 1
APE UNIVERSITY = 1

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INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

ORANGE COUNTY WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	6	1	2	9									9
CLRM TEA	3		3	6	1			1					7
COUNSELOR		1		1									1
NURSE			1	1									1
OT													
PHYS ED	1			1	1			1					2
PHYS THE	1			1									1
PSY													
REC THE													
RES SPEC													
SPEC ED			1	1									1
SPE THE	1		1	2									2
TEA AIDE													
VOC SPEC													
SUBTOTAL	12	2	8	22	2			2					24

TEACHER COLLEGE = 1

25

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

FRESNO WORKSHOP TRAINEE INFORMATION LISTING

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	4			4									4
CLRM TEA	4		1	5	2		1	3					8
COUNSELOR													
NURSE			1	1									1
OT	1			1									1
PHYS ED	1			1									1
PHYS THE													
PSY													
REC THE													
RES SPEC	1			1									1
SPEC ED	5		2	7									7
SPE THE													
TEA AIDE													
VOC SPEC													
SUBTOTAL	16		4	20	2		1	3					23

TEACHER UNIVERSITY = 1

24

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

SANTA ANA UNIFIED SCHOOL DISTRICT WORKSHOP

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE	1		1	2	3		2	5					7
CLRM TEA													
COUNSELOR										1		1	1
NURSE													
OT													
PHYS ED													
PHYS THE													
PSY													
REC THE													
RES SPEC													
SPEC ED													
SPE THE													
TEA AIDE									3	3	1	7	7
VOC SPEC													
SUBTOTAL	1		1	2	3		2	5	3	4	1	8.	15

INSERVICES WORKSHOP TRAINEE ALLOCATION
LISTING BY CATEGORIES
BREAKDOWN

SANTA BARBARA

OCCUPATION POSITIONS	ENGLISH				BILINGUAL								GRAND TOTAL
					ENG/SPAN				ENG/VIET				
	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
APE			7	7			1	1					8
CLRM TEA													
COUNSELOR													
NURSE													
OT													
PHYS ED													
PHYS THE													
PSY													
REC THE													
RES SPEC													
SPEC ED													
SPE THE													
TEA AIDE													
VOC SPEC													
SUBTOTAL			7	7			1	1					8

LISTING A3: TRAINEES BY OCCUPATIONAL POSITION, LANGUAGE PROFICIENCY, STUDENT POPULATION EXPERIENCE AND GRADE LEVEL

LOS ANGELES UNIFIED/LONG BEACH WORKSHOP

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
Sandra Hayes	APE Teacher	E			DD	E	N
Patricia Patterson	VOC Assess	E			PH,DD,MR	SEC	N
Barbara Zutz	VOC Assess	E			PH,DD,MR	SEC	N
Andrea Kaiser	APE Teacher		S		PH,DD,MR	E,SEC	
Arla Shorr	APE Teacher	E				SEC	N
Jack Goldsmith	APE Teacher	E			PH,DD,MR	E	Y
Maria Colon	Aide		S			E	
Mindy Mallon	APE Teacher	E					N
Jill Pharis	APE Teacher	E					N
April Ruel	APE Teacher	E					N
LaDorna Tysor	APE Teacher	E			PH	SEC	Y
Stephanie Dudley	APE Teacher	E			PH,DD,MR	E,S	N
Pearlskoll-Cohn	VOL Assess	E			PH,DD	SEC	N
Socorro Castillo	Physical Educ.		S				Y
Mary Helms	APE Teacher	E			PH,DD,MR	E	Y
George Sakelarios	APE Teacher	E			PH,DD,MR	E,S	Y
		13	3	0	= 16		
SUMMARY OF PAID POSITIONS		+3	+3	+3	= 9		

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
ALTERNATES							
Christie Martinez	APE Teacher	E			MR	E	Y
Diann Sutherland	APE Teacher	E			PH	E	
Randall Benson	APE Teacher	E			PH,DD	E,S	Y
Edward Martinez	APE Teacher		S			S	
Gregzie White	Physical Educ.	E			PH,DD	S	Y
Janice Sparks-Konkler	Physical Educ.	E			PH	S	Y
Birdie Goldsmith	Clrm Teacher	E				E,S	Y
		6	1	0			

LOS ANGELES COUNTY WORKSHOP

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	Y			
Virginia Ramos C.	APE Teacher		S		PH,DD,MR	E,S	Y
Jose Velazquez	APE Teacher	E			MR	E,S	Y
Valerie Bradley	APE Teacher	E			PH,DD,MR	E,S	N
Nancy Howorth	SDD Teacher	E			PH,DD,MR	S	N
Elgitha Baldonado	School Nurse-SH	E			PH,DD,MR	E,S	Y
Rita Simmons	Teacher	E			DD,MR	E	
Rex Wegter	APE Teacher	E			PH,DD,MR	E,S	Y
Diane Mackey	APE Teacher	E			MR	E,S	Y
Jane Johnson	Special Education	E			DD,MR	Pre-E.	N
Darlene Jackson	APE Teacher	E			PH,DD,MR	E,S	Y
Dorothy Sholin	Clrm Teacher	E			MR	S	N
Sandra Friedman	Clrm Teacher	E			MR	S	Y
George Whitmore	Spch. & Lang. Spec.	E			PH	S	N
Betty Toney	Clrm Teacher	E			PH,DD,MR	E,S	Y
Vicky Flowers	APE Teacher	E			MR	E,S	Y
Dennis Wick	Clrm Teacher	E			MR	S	N
		15	1	0	= 16		
SUMMARY OF PAID POSITIONS		+1	+5	+3	= 9		

ALTERNATES (First Priority)

Andrea Wakefield	APE Teacher	E		
Barbara Kelly	APE Teacher	E		
		2	0	0

SAN DIEGO WORKSHOP

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
Joseph Barry	APE	E			MR	SEC	Y
Mary Beving-Morning	APE	E			PH	SEC	N
Leslee E. Cooper	APE	E			PH,DD,MR	E,SEC	Y
Ian Cumming	APE	E			PH,MR	SEC	N
Carolyn Earl	APE	E			PH,DD,MR	SEC	Y
Cindi Elrod	APE		S		PH,DD	E	Y
Joseph Flake	APE	E			PH,DD,MR	E	N
Kari Hart	APE	E			PH,DD,MR	E	N
Patty Maciel-Barry	APE	E			DD	E	N
ita Mercier	Phyical Educ.	E			DD,MR	E	N
Linda McMorran	APE	E			DD,MR	E	N
Maxann Shwartz	APE	E			PH,DD,MR		N
Arthur Stone	APE	E			PH,MR	JC	Y
Gary Todd	APE	E			PH,DD,MR	E	N
Melva Woodward	APE	E			PH,DD,MR	E,SEC	N
Jean Palmer	APE	E			PH,DD,MR	SEC	N
Milton Pettit	APE	E			PH,DD,MR	E	N
Kristi Castetter	APE	E			PH,DD	E	Y
*Ginger Tyson	APE	E			MR	E	Y
*Alicia Gimenez	Physical Educ.	E			DD,MR	E,SEC	N
Charlene Schade	Physical Educ.		S		PH,DD,MR	K,SEC	
		18	2	0 = 20			
SUMARY OF PAID POSITIONS		-2	+4	+3 = 5			

*Split $120.00 count as one (1) position

SAN JOSE WORKSHOP

Name	Position	Languages			Pop.	Lev. [illegible]	[illegible]
		E	S	V			
Alba, Georgina	Rec. Therapy		S		DD,MM,SP	Clin.	N
Castillo, Cathy	Adult Sup.		S		DD,SP	Clin.	Y
Cowart, Jim	APE	E			SP	Elem.	Y
Erickson, Frances	PT	E			PH	Clin.	N
Fairchild, Betty	APE	E			PH,DD,MM	Elem/Sec	N
Horner, Jane	APE	E			PH,DD,MM	Elem/Sec	N
Lazaga-Kaanapu, Juana	APE		S		MM,SP	Elem/Sec	
Lindquist, Edith	APE	E			DD,MM	Univ.	N
McCormack, Guy	OT	E			DD	Sec.	Y
Marks, Mary	APE	E			PH	Sec.	Y
Pearson, Anne-Marie	OT	E			PH,DD,SP	Adult	N
Pedroza, Peter	APE		S		PH,DD,MM	Elem/Sec	Y
Swall, Beatrice	Teach.		S		DD,MM	Sec.	Y
Carr, Susan	APE		S		PH,DD,MM	Elem/Sec	
Keele, Scott	SPEC ED	E			DD,MM,SP	Elem/Sec	Y
Stewart, Gail	APE	E			DD	Elem.	
Gabriel, Liz	APE	E			PH,DD,MM	Elem.	
Smith, Patricia	Psy	E			PH	Sec.	N
Whitla, Melissa	APE	E			DD,MM	Elem.	
Kalinowski, Lyn	APE	E			PH,DD,MM	Elem.	
DuRee, Robert	APE	E			DD,MM	Elem.	
Nhi Thi Nguyen	Teach			V	N	Elem.	N
Wikstad, Rosita	Biling. Teach		S		N	Elem.	Y
Bennett, Lyn	APE	E			MM,SP	Elem/Sec	Y
Janet Fox	SPEC ED		S		PH	Sec.	Y
74		16	8	1	= 25		

SUMMARY OF PAID POSITIONS 0 -2 2 = 0

LTERNATES/NON PAID

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
Scope, Ayala	Physical Educ.	E(HEBREW)			PH,MM	Elem.	N
Sheldon, Deborah	APE	E			PH,DD,MM	Elem/Sec	
Curran, Thomas	PT	E			PH,MM,SP	Clin.	N
Guevin, Anthony	APE	E			PH,DD	Elem.	Y
Dauber, Henry	APE	E			PH,DD,MM	Elem/Sec	N
Hanson, Marv	APE	E			PH	Sec.	N
Vettel, D. Dorene	TEACH	E			SP	Sec/Adult	Y
Sodoro, Candace	APE	E			PH,DD,MM	Elem/Sec	
Ernst, Barbara	APE	E			PH,DD,MM	Elem/Sec	Y
		9	0	0			

ORANGE COUNTY WORKSHOP

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
Allen, Sandra	Clrm Teacher	E			N	E	
Orme, Denise	Clrm Teacher	E			PH,DD,MM	Elem.	N
Foster, Pat	Physical Education	E			DD,MM	Elem.	Y
Morton, Kimble	APE	E			PH,DD,MM	Elem/Sec.	N
Martin, Joe	APE Teacher	E			PH,DD,MM	Sec.	N
Pon, Joanne	Ed. Spec.	E			DD,MM,SP	Elem/Sec.	N
Porter, Jerry	APE Teacher	E			PH,MM	Elem.	Y
Copeland, Margaret	Sp. Ed. Nurse	E			PH,DD,DD	Elem/Sec.	N
Vigliotti, Rebecca	Speech Pathologist	E			PH,DD,MM	Elem/sec.	
Roethlisberger, Patricia	Teacher	E			DD	Elem/Sec.	N
Kofahl, Carol	APE Teacher				PH,DD,SP	Elem/Sec.	
Rosentreter, Diane	Physical Education	E	S		N	Elem.	N
Mora, Tomasa	Bilingual	E	S		N	Elem.	N
Hense, Mary Jayne	APE Teacher	E			PH,DD,MM	Elem.	N
Kaluzny, Thomas	Physical Therap.	E			PH,DD,MM	Elem.	Y
Reid, Virginia	APE	E			DD,MM	Elem.	N
Cline, Jennifer	APE	E			PH,DD,MM	Elem.	
Benschneider, Layne	APE Teacher	E			PH,DD,MM	Elem.	Y
		16	2	0 = 18			
SUMMARY OF PAID POSITIONS		0	+4	+3 = 7			

ALTERNATES/NON PAID

Name	Position	Languages			Pop.	Lev. t.	Cr.
		E	S	V			
England, Dorotthy	Clrm Teacher	E			PH,MM	Elem.	
Tattersall, Patricia	Clrm Teacher	E			PH,DD,SP	Elem/Sec.	Y
McCluskey, Danielli	Teacher	E			PH,SP	Elem/Sec.	Y
Donesley, Pamela	Teacher/Counselor	E			PH,MM	Sec.	Y
Wilson, Cindy	APE Teacher	E			PH,DD,MM	Elem.	N
Marrin, Ellen	Speech Therap.	E			DD,MM	Pre.	Y
Williamson, Beverly	Clrm Teacher	E			N	College	Y
		7	0	0			

FRESNO WORKSHOP
TRAINEE INFORMATIONAL LISTING

NAME	POSITION	LANGUAGE			POPULATION	LEV
		E	S	V		
Brillhart, Diane	Sp.Ed.	E			DD, MM	Elem
Clark, Stephanie	Sp.Ed.	E			PH,DD,MM,SP	Elem
Dowler, Jackie	APE	E			PH,LD,	Elem
Dunham, Susan	Clrm Teacher	E			N	Pre-Sec
Fricker, Nancy	Sp. Ed.,Deaf Hard of Hear	E (Sign lang)			PH,DD	Elem
Jeschien, Jody	Teacher	E			DD,MM	Pre
Lehman, Linda	Sp. Ed	E			DD	Elem
Lang, Marilyn	APE	E			PH,DD,MM,SP	Elem
Lynch, Erin	APE	E				Elem
Neilson, Terri	Teacher	E			N	Elem
Pimental, Beth	Teacher	E			DD	Elem
Pascoe, David	PE Dept Dir	E				Elem
Powell, Joyce	Clrm Teacher	E			N	Elem
Salas, Aida	Bilingual Sp		S			Elem
Sanchez, Maricela	Bilingual Sp		S		PH,DD	Elem
Snyder, Alma	Sp. Ed.	E			DD,MM,SP	Pre
Snyder, Carolyn	OT	E			PH,DD,MM,SP	Elem
Wulf, Kenneth	Resourse Spec.	E				Elem
		16	2	0 = 18		

ALTERNATES

NAME	POSITION	E	S	V	POPULATION	LEV
Atkins, Virginia	Professor	E			PH, DD,MM,SP	Univ
Ehn, Carolyn	Clrm Teacher		S		N	E/S
Gardner-Evans Debra	Sp. Ed.	E				E/S
Grady, Patty	APE	E			PH,DD	Elem
Mathew, Judith	Sp. Edcation	E				All Sp Ed Sch
Trainor-Yates Kathleen	Nurse	E			PH,DD,MM	E/Sec
		5	1	0 = 6		
				24		

Legend

N = Normal
LD= Learn Disabil
DD= Dev. Delay
SP= Sever Profound
MM= Mild/Moderate Mentally
PH= Physically Handicapped

SANTA BARBARA

Name	Position	Languages			Pop.	Lev. t.
		E	S	V		
*Cuca Silva	APE		S			Elem/Sec
Dennis Dessel	APE	E				Elem/Sec
Kathy Huntington	APE	E				Elem/Sec
Bobbie Belcher	APE	E				Elem/Sec
Helen Rehm	APE	E				Elem/Sec
Wally Curtis	APE	E				Elem/Sec
Donald Bornell	APE	E				Elem/Sec
John Kuizenga	APE	E				Elem/Sec
		7	1	0	= 8	

Paid Position

SANTA ANA UNIFIED/LONG BEACH WORKSHOP

Name	Position	Languages			Pop.	Lev. t. Cr.
		E	S	V		
Karen Bird	APE Teacher	E		V	DD	E
Marilyn Boyes	APE Teacher	E	S		N, PH, DD, MH	SEC
Carol Murray	APE Teacher		S		N, PH, DD, MH	
Aaron Peralta	APE Teacher	E	S		PH	E, SEC
Sonia Riske	Bilingual	E	S		N	E
Mary Hoad	Teacher	E	S		N	E
Lucia Hernandez	Teacher	E	S		N	E
Bui Kim Lien	Aide			V	N	E
Ngo Trung	Aide			V	N	E
Pham Ai Phuong	Aide			V		SEC
Tran Thi Thu Hai	Aide			V		SEC
Francis Nguyen	Teacher			V		SEC
Dung Ngoc Tieng	Aide			V	N, DD, MH	E
Le Van Doan	Aide			V	N	
Phan Hoang Kim	Aide			V	PH	SEC

LISTING A4: TRAINEE BY OCCUPATIONAL POSITION AND SCHOOL SITE

LONG BEACH/LOS ANGELES TRAINEES LIST

Virginia Ramos
APE Teacher
Whittier

Jose Velazquez
APE Teacher
Whittier

Valerie Bradley
APE Teacher
Castaic

Nancy Howorth
SDD Teacher
Westminster

Elgitha Baldonado
School Nurse-SH
Cypress

Rita Simmons
Teacher
Downey

Rex Wegter
APE Specialist
Seal Beach

Diane Mackey
APE Teacher
Pomona

Jane Johnson
SLD/A Mult. Hand.
Peninsula

Darlene Jackson
APE Teacher
Clarenont

Dorothy Sholin
Teacher
Lahabra

Sandra Friedman
Teacher
Pomona

George Whitmore
Spch. & Lang. Spec.
Huntington Beach

Betty Toney
Teacher
Los Angeles

Vicky Flowers
APE Teacher
Pomona

Dennis Wick
Teacher
Lancaster

Andrea Wakefield
APE Teacher
Norwalk

Patricia Patterson
VOC Assess
San Pedro

Sandra Hayes
APE
Newhall

Barbara Zutz
VOC Assess
Torrance

Andrea Kaiser
APE
Long Beach

Arla Shorr
APE (HS)
San Pedro

Jack Goldsmith
APE
Los Angeles

Maria Colon
Aide
Torrance

LaDorna Tysor
APE Teacher
Huntington Beach

Stephanie Dudley
APE Teacher
Irvine

Pearl Skoll-Cohn
VOC Assess
Woodland Hills

Socorro Castillo
P.E. Teacher
Belflower

Mary Helms
APE Teacher
Woodland Hills

Christie Martinez
APE
Long Beach

Diann Sutherland
APE Specialist
Torrance

Randall Benson
APE Teacher
Los Angeles

Edward Martinez
APE Teacher
Long Beach

George Sakelarios
APE Teacher
Lancaster

Gregzie White
Teacher
Long Beach

Janice Sparks-Donkler
Teacher-Remedial PE
Torrance

Birdie Goldsmith
SH Teacher
Los Angeles

SAN DIEGO TRAINEES LIST

Barry Joseph
APE Teacher
San Diego

Beving-Morning Mary
APE Teacher
San Diego

Cooper Leslee
APE Teacher
San Diego

Cumming Ian
APE Teacher
Chula Vista

Earl Carolyn
APE Teacher
La Mesa

Elrod Cindi
APE Teacher
Encinitas

Flake Joseph
APE Teacher
San Diego

Hart Kari
APE Teacher
El Calon

Maciel-Barry Patty
APE Teacher
San Diego

Mercier Rita
Elem. PE Specialist
La Mesa

McMorran Linda
APE
San Diego

Shwartz Maxann
APE Intructor
Encinitas

Stone Arthur
APE Intructor
Chula Vista

Todd Gary
APE Teacher
San Diego

Woodward Melva
APE Specialist
Cardiff

Palmer Jean
APE
Vista

Pettit Milton
APE Specialist
Bonita

Castetter Kristi
APE Teacher
La Mesa

Tyson Ginger
PE Teacher
San Diego

Schade Charlene
Physical Educator
San Diego

Gimenez Alicia
PE
San Diego

SAN JOSE TRAINEES LIST

Guy McCormack
Occup. therapist
San Jose

Mary Marks
APE
Castroville

Patricia Smith
Sch. psychologist
Milpitas

Jim Cowart
APE
Pleasanton

Lyn Bennett
APE
Eureka

Janet Fox
Span., Bi. Sp. Sec.
Palo Alto

Frances Erickson
Phys. therapist
Portola Valley

Betty Fairchild
APE
Palo Alto

Jane Horner
APE
San Jose

Edith Lindquist
Professor
San Jose St. Univ.

Gloria Hutchins
Professor
San Jose St. Univ.

Robert DuRee
APE
Martinez

Mark Hanson
PE
Petaluma

Henry Dauber
APE
Pleasant Hill

Dorene Vettel
PE
Saratoga

Anne-Marie Pearson
Occup. therapist
San Jose

Scott Keele
Special education
Eureka

Nhi Thi Nguyen
Vietnamese Bi. Spec.
San Jose

Cathy Castillo
Span., Bi. Spec., Sup.
Campbell

Georgina Alba
Span., Bi. Sp. Rec. ther.
San Jose

Juana Lazaga-Kaanapu
Span. Bi. Spec., APE
Gilroy

Susan Carr
Span. Bi. Spec., APE
Mountain View

Ayala Scope
Supervisor
Sunnyvale

Barbara Ernst
APE
Livermore

Beatric Swall
Span. Bi. spec., PE
San Leandro

Peter Pedroza
Span. Bi. spec., APE
Gilroy

Rosita Wikstad
Span. Bi. spec., El.
Freemont

Anthony Guevin
Elementary, Phys. ed.
Davis

Deborah Sheldon
APE
Alameda

Tom Curran
Phys. therapist
San Jose

Melissa Whitla
Corrective therapist
San Jose

Lyn Kalinowski
APE
San Ramon

Candace Sodoro
Dev. Tr. Santa Cruz
Office of Educ.
Aptos

ORANGE COUNTY TRAINEES LIST

Sandra Allen
Elementary teacher
Costa Mesa

Denise Orme
Elementary teacher
El Toro

Pat Foster
Elementary teacher
Huntington Beach

Kimble Morton
PE
Los Angeles

Joe Martin
APE
Solvang

Joanne Pon
Ed. spec. state diag. ass.
Torrance

Jerry Porter
APE
South San Gabriel

Margaret Copeland
Special ed. school nurse
Cypress

Rebecca Vigliotti
Speech pathologist
Fullerton

Patricia Roethlisberger
Elementary teacher
Fountain Valley

Carol Kofahl
APE
Huntington Beach

Diane Rosentieter
Span. bi. spec. elem.
Coronadel Mar

Tomasa Mora
Span. bi. spec. kinder.
Anaheim

Mary Jayne Hense
APE
Costa Mesa

Thomas Kaluzny
Physical therapist
Montrose

Patricia Tattersall
El./sec. teacher
Santa ana

Danielli McCluskey
El./sec. teacher
Irvine

Pamela Donesley
Teacher/counselor
Manhattan Beach

Layne Benschneider
APE
Long Beach

Cindy Wilson
APE
Laguna Beach

Ellen Marrin
Speech therapist
El Toro

Dorothy England
APE
Covina

FRESNO WORKSHOP
TRAINEE BY POSITION AND GEOGRAPHICAL SITE

Diane Brillhart
Special Ed. Elementary
Ft. W. Elem., Fresno

Stephanie Clark
Special Education
Inf. Care Prog., Merced

Jackie Dowler
APE
Madison Elem., Fresno

Susan Dunham
Teacher/Director - Sec.
Dewolf High, Fresno

Namcy Fricker
Special Ed. - Elem.
Norseman Elem., Fresno

Jody Jeschien
Teacher - Pre-School
Clovis West, Clovis

Dr. Virginia Atkins
Professor, APE
CSU, Fresno

Patty Grady
APE-Elementary
Clovis Unified, Clovis

Linda Lehman
Special Education
Fort Washington, Fresno

Marilyn Lang
APE - Elementary
Fresno Unified, Fresno

Erin Lynch
APE - Elem./Sec.
Clouis Unified, Clouis

Jerri Neilson
Elementary Teacher
Burroughs Elem., Fresnos

Beth Pimental
Teacher - Elementary
Temperance-Kintner, Fres.

David Pasloe
Depart. Head-PE Elem.
Clark Inter.,Clovis

Carolyn Ehn
Elem/Sec Teacher
Mickey Cox, Clovis

Judith Mathew
SP.Ed. Coordinator(DIS)
Figarden School, Fresno

Joyce Powell
Elementary Teacher
Jefferson Elem., Clovis

Aida Salas
Biling. Spec. - Spanish
Grafton Elementary
Knights Landing

Maricela Sanchez
Biling. Spec. - Spanish
Columbia Elem., Fresno

Alma Snyder
Special Ed. - Pre. School
Holland Elem., Fresno

Carolyn Snyder
Occup. Therapist - Elem
Learning Development Ctr
Fresno Community Hospital

Keneth Wulf
Resource Teacher-Elem.
Mickey Cox, Clovis

Debra Gardner-Evans
Elementary Teacher
Mickey Cox, Clovis

Kathleen Trainor-Yates
Nurse-Elem/Secondary
Weaver Sch. Dist. Merced

SANTA ANA UNIFIED/LONG BEACH
TRAINEES LIST

Karen Bird
ABE Teacher
Santa Ana

Marilyn Boyes
ABE Teacher
Santa Ana

Carol Murray
ABE Teacher
Santa Ana

[illegible] Peralta
ABE Teacher
Santa Ana

Sonia [illegible]
Bilingual Kinder-garten Teacher
Long Beach Unified

Mary Wood
Teacher
Long Beach Unified

Lucia Hernandez
Elementary Teacher
Long Beach Unified

Bui Kim Lien
Instructional Aide
Santa Ana

Ngo Trung
Instructional Assistant and Community Worker
Santa Ana

Pham Ai Phuong
Teacher Aide/ Community Worker
Santa Ana

Tran Thi Nhu Mai
Instructional Assistant
Santa Ana

Francis Nguyen
Teacher
Santa Ana

Tong Ngoc Tieng
Sr. Instructional Aide
Santa Ana

Le Van Doan
Instructional Assistant and Community Worker
Santa Ana

Phan Hoang Minh
Instructional Aide
Santa Ana

LISTING A5: CONSOLIDATED TRAINEE LIST

WORKSHOP TRAINEE LISTING

LA COUNTY/UNIFIED/LONG BEACH

Jane Johnson
Barbara Kelly
Diane Mackey
Virginia Ramos
Dorothy Sholin
Betty W. Toney
Jose Velazquez
Andrea Wakefield
Rex Wegter
George Whitmore
Dennis Wick
Darlene Jackson
Nancy Howorth
Vicky Flowers
Sandra Friedman
Rita Simmons
Elgitha Baldonado
Valerie A. Bradley
Patricia F. Patterson
Ed Martinez
Christie Martinez
Mary Ellen Helms
Sandra Hayes
Birdie Goldsmith
Jack Goldsmith
George Sakelarios
Gregzie White
Janice Sparks-Konkler
Socorro Castillo-Dionne
Diann Sutherland
Randy Benson
Pearl Skoll-Cohn
Andrea Kaiser
Arla Shorr
LaDorna L. Tysor
Barbara Zutz
Maria C. Colon
Stephanie Dudley

SAN DIEGO

Joseph Barry
Mary Beving-Morning
Leslee Cooper
Ian Cumming
Carolyn Earl
Cindi Elrod
Joseph Flake
Kari Hart
Patty Maciel-Barry
Rita Mercier
Linda McMorran
Maxann Shwartz
Arthur Stone
Gary Tood
Melva Woodward
Jean Palmer

SAN DIEGO (continued)

Milton Pettit
Kristi Castetter
Ginger Tyson
Charlene Schade
Alicia Gimenez

SAN JOSE

Lyn Bennett
Jim Cowart
Georgina A. Alba
Cathy M. Castillo
Frances W. Erickson
Jane Horner
Juana P. Lazaga-Kaanapu
Edith L. Lindquist
Guy L. McCormack
Mary C. Marks
Anne-Marie Pearson
Peter L. Pedroza
Beatrice R. Swall
Susan E. Carr
Melisa Whitla
Nhi Thi Nguyen
Scott J. Keele
Lyn B. Kalinowski
Robert G. DuRee
Patricia A. Smith
Rosita A. Wikstad
Janet M. Fox
Thomas L. Curran
Keta A. Asmus
Candace Carol Sodoro
Alan H. Golden
Marv K. Hanson
Henry A. Dauber
D. Dorene Vettel
Anthony J. Guevin
Barbara A. Ernst
Ayala Scope
Deborah L. Sheldon

ORANGE COUNTY

Rebecca A. Vigliotti
Margaret A. Copeland
Jerry G. Porter
Joanne K. Pon
Joe D. Martin
Kimble B. Morton
Pat J. Foster
Denise Orme
Layne Benschneider
Thomas R. Kaluzny
Patricia G. Roethlisberger
Diane Rosentreter
Sandra J. Allen

ORANGE COUNTY (cont.)

Thomasa Mora
Mary Jayne Hense
Dorothy B. England
Patricia V. Tattersall
Danielli M. McCluskey
Linda L. Perry
Yolanda I Sandoval
Pamela C. Donesley
Regina A. Clifton
Catherine O'Donnell
Melanie Y. Jernigan
Cinda Wilson
Ellen F. Marrin

FRESNO

Erin M. Lynch
Diane L. Brillhart
Linda L. Lehman
Jody A. Jeschien
Beth A. Pimentel
David D. Pascoe
Joyce A. Powell
Nancy D. Fricker
Alma F. Snyder
Marilyn E. Lang
Terri L. Neilson
Jackie D. Dowler
Stephanie J. Clark
Susan L. Dunham
Aida Salas
Maricella Sanchez
Carolyn L. Snyder
Kenneth H.Wulf
Patty L. Grady
Debra A. Gardner-Evans
Virginia F. Atkins
Katheleen Trainor-Yates
Carolyn J. Ehn
Judith M. Matthew

SANTA ANA

Karen Bird
Lien L.B. Bui
Trung Ngo
Ai-Phyong Pham
Nhu-Mai Tran-Thi
Phuong (Francis) Nguyen
Tieng N. Tong
Doan V. Le
Hoang M. Phan
Marilynn Boyes
Carol A. Murray-Blanda
Aaron Peralta
Sonia M. Riske
Mary K. Moad
Lucia G. Hernandez

SANTA BARBARA

Dennis Dessel
Kathy Huntington
Helen Rehm
Cuca Silva
John Kuizenga
Wally Curtis
Bobbie Belcher
Dr. Donald G. Bornell

APPENDIX B

MASTER LIST (PHASE I)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BMAT			B/O			ACCUMULATIVE TOT.		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Alba Georgina A.	9,16	3	3	10	30	20	30	15	50	30	30	60	70	75	130
2. Allen Sandra	2	4	5	60	20	10	60	20	120	60	20	300	180	60	430
3. Atkins Virginia	1	5	5												
4. Ayala Scope	6	1													
5. Baldonado Elgitha B.	4	4	3	35	15	75	15	30	75	30	20	155	80	65	305
6. Barbara Ernst	1	3	5	15	15	45	15	15	60	20	15	85	50	45	190
7. Barry Joseph	1	4	4	60	15	35	20	12	15	60	30	60	140	57	110
8. Bennet Lyn A.	1	3	3	15	30	15	15	30	75	20	30	100	50	90	250
9. Benschneider Layne	1	3	3	40	30	70	50	40	110	70	60	270	160	130	450
10. Benson Randall S.	1	4	5	40	15	80	50	20	60	70	25	120	160	60	260
11. Beving Morning May	1	4	5	10	15	30	20	30	85	20	30	75	50	75	190
12. Bird Karen	1,17														
13. Boyes Marilyn	1,16	3	5	15	15	50	15	15	55	15	15	50	45	45	155
14. Bradley Valerie A.	1	3	1	20	10	30	60	30	60	10	15	30	90	55	120
15. Brilhart Diane L.	11	3	4	15	15	30	35	15	70	35	15	70	85	45	170
16. Bui Lien Kim	13,17	3	5	30	20	50	45	30	120	45	30	120	120	80	290
17. Carr Susan E.	1	4	4	10	10	15	15	10	20	10	15	15	35	30	50
18. Carter Sandral	2	4	5												
19. Casetter Kristie L.	1	3	2	15	15	20	20	15	45	15	15	40	50	45	105
20. Castillo Cathy M.	15,16	2	3	10	15	30	60	20	120	15	20	45	85	55	195
21. Castillo Socorro	6,16	3	5												
22. Choy H. Linda	1	3	5												
23. Clark Stephanie	11	4	3	10	15	15	40	15	100	45	15	95	95	45	210
24. Cline Jennifer	1	3	3												
25. Colon Maria C.	2,16	3	5	15	15	60	30	30	60	20	30	90	65	75	210
26. Cooper Leslee E.	1	3	3												

MASTER LIST

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
27. Copeland Margaret A.	4	4	5	20	15	60	30	15	60	60	30	180	110	60	300
28. Coronado Melissa	1	1													
29. Cowart Jim	1	4	5	20	20	55	20	20	80	20	30	100	60	70	235
30. Cox Emma	1	3	5												
31. Cumming Ian	1	4	5												
32. Curran Thomas L.	7	3	1												
33. Dao Mai	11	4	4												
34. Dauber Henry A.	1	3	4	15	15	15	30	15	60	30	15	75	75	45	150
35. Davis A. Patricia	7	3	4												
36. Donesley Pamela C.	3	4	5	15	15	25	12	30	115	25	30	130	52	75	270
37. Dowler Jackie D.	1	3	3												
38. Dudley Stephanie A.		3	5	30	15	75	60	30	120	50	15	85	140	60	280
39. Dunham Susan L.	2	3	5	10	30	20	60	30	150	50	30	100	120	90	270
40. Duree Robert G.	1	4	5	30	20	65	25	30	105	30	35	65	85	85	235
41. Earl Carolyn A.	1	3	5	60	12	25	60	15	40	60	15	60	180	42	125
42. Ehn Carolyn J.	2,16	3	4	30	15	65	40	30	70	40	30	130	110	75	265
43. Elrod Cindi	1,16	3	3	15	15	45	30	15	60	30	15	60	75	45	5
44. Eng Joann	1	3	1												
45. England Dorothy B.	1	4	4												
46. Erickson Frances W.	7	3		70	20	120	70	10	120	70	20	135	210	50	375
47. Fairchild Betty	1	3	5	50	15	175	5	15	235	50	15	235	105	45	645
48. Flake Joseph M.	1	4	5	15	15	15	30	30	75	30	30	50	75	75	140
49. Flowers Vicky	1	3	4	30	30	60	30	30	90	45	30	255	105	90	405
50. Foster Patricia J.	8	3	4												
51. Fox Janet M.	2,16	4	4	15	20	60	15	20	90	15	20	90	45	60	240
52. Fricker Nancy	11	4	4	20	30	40	60	30	150	60	30	150	140	90	340
53. Friedman Sandra K.	2	3	5												

MASTER LIST

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum
54. Gabriel Liz	1	3													
55. Garcia A. Robert	6	5	4												
56. Gardner Evans Debra	2	4	4	80	12	150	120	15	150	120	15	150	320	42	450
57. Gimenez Alicia L.	6	3	5												
58. Golden Alan	1	3	5												
59. Goldsmith Bindie S.	2	4	4	15	15	30	35	15	70	35	15	70	85	45	170
60. Goldsmith Jack	1	4	5	30	15	70	15	15	30	25	15	50	75	45	150
61. Grady Patty	1	3	4	30	30	50	20	15	30	20	25	70	70	70	150
62. Gray Robert T.	1	3	4												
63. Guevin Anthony J.	1	3	4	15	60	15	30	60	30	30	30	30	75	150	75
64. Gunther Diane	2	3	1												
65. Hanson Marv K.	1	3	5												
66. Hart Kari	1	3	3	15	12	35	15	15	30	20	15	60	50	42	125
67. Hayes Sandra A.	1	4	7												
68. Helms Mary E.		3	5	80	40	100	80	40	100	140	20	280	300	100	480
69. Hense Mary Jayne	1	4	5												
70. Hernandez Lucia G.	2,16	4	5	30	30	25	10	15	15	30	30	15	70	75	55
71. Holloway Deloris	1	3	4												
72. Horner Jane A.	1	3	4	15	15	15	15	15	60	15	15	60	45	45	135
73. Howorth Nandy E.	2	4	5	30	20	125	30	45	140	50	20	130	110	85	395
74. Huntington Kathy	1	1													
75. Jackson Darlene	1	4	4	15	20	100	60	20	85	60	20	130	135	60	
77. Jeschien Jody	2	4	5	15	15	30	15	15	60	15	15	55	45	45	145
78. Johnson Jane G.	12	4	5	30	15	75	60	30	210	60	30	270	150	75	555
79. Kaiser Andrea F.	2,16	4	5	20	15	60	70	15	60	90	60	60	130	90	180
80. Kalinowski Lyn B.	1	4	5	15	15	15	15	15	30	15	15	60	45	45	105
81. Kaluzny Thomas R.	7	3	1	15	10	65	15	15	170	20	15	120	50	40	355
82. Keele Scott J.	14	3	5	35	15	60	35	15	60	35	15	60	105	45	180
83. Kelly Barbara O.	1	4	5	15	30	15	30	30	60	30	30	60	75	90	135
84. Kenyon Geraldine M.															

MASTER LIST

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AMPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
85. Kofahl Carol A.	1	4	4												
86. Lam Kim Oanh	2	4	3												
87. Lang Marilyn L.	1	3	5	30	15	105	30	15	75	30	15	75	90	45	255
88. Lazaga Kaanapu Juana	1,16	4	4	40	30	30	50	40	90	50	40	120	140	110	240
89. Le Doan V.	13,17	2	4	60	30	165	50	15	100	40	30	100	150	75	365
90. Lehman Linda L.	11	4	5	15	15	30	15	30	45	15	30	45	45	75	120
91. Lindquist Edith L.	6	6	5												
92. Lynch Erin	1	3	1	30	10	60	15	10	240	15	15	120	60	35	420
93. Mackey Diane M.	1	3	3	15	15	50	45	30	70	60	30	80	120	75	200
94. Mallon Mindy	1	3	3												
95. Marciel Barry Patty	1	3	4	60	15	35	30	12	15	60	15	60	150	42	110
96. Marks Mary C.	1	4	4	30	15	15	40	15	125	35	15	100	105	45	240
97. Marrin Ellen F.	12	4	1	10	10	90	15	15	65	20	20	270	45	45	425
98. Martin Ann M.															
99. Martin Joe D.	1	3	5	5	15	30	15	20	210	10	15	80	30	50	320
100. Martinez Christie L.	1	3	4	25	20	75	60	20	210	60	20	105	145	60	390
101. Martinez Edward A.	1,16	3	3	15	30	30	15	15	90	20	15	120	50	60	240
102. Marxin Ann Marganet	6	4	5												
103. Mathew Judith	11	4	4	5	10	20	10	10	40	10	10	50	25	30	110
104. Matson Lary S.	1	3	1												
105. Mccluskey Danielli	2	3	5	30	15	105	60	30	150	60	30	150	150	75	405
106. Mccormack Guy	8	4	4												
107. Mcmorran Linda M.	1	4	4												
108. Mercies Rita D.	6	3	4												
109. Moad Mary K.	2,16	4	4	20	30	30	20	30	20	20	30	40	60	90	90
110. Mora Tamasa	2,16	3	3	30	15	120	40	15	95	25	15	80	95	45	295
111. Morales Linda E.	1	4	3												
112. Morton Kimble B.	1	4	4												
113. Murray Carol A.	1,16	4	5	80	60	50	75	30	85	90	60	100	245	150	235

MASTER LIST

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AANPEED			SHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Practicum	Printed Material	Video-cass	Practicum	Printed Material	Video-cass	Practicum	Printed Material	Video-cass	Practicum
114. Ngo Trung	13,17	1	2												
115. Nguyen Francis	13,17	1	2												
116. Nguyen Nhi T.	13,17	2		10	15	25	15	15	30	15	15	30	40	45	85
117. Nguyen Phuong	2	4	3	50	30	60	60	25	120	60	30	120	170	85	300
118. Nielson Terri	2	4	6	30	10	15	45	25	90	30	20	120	105	55	225
. Orine Denise	2	3	3	15	15	45	60	30	100	90	5	120	165	50	265
120. Palmer M. Jean	1	4	5												
121. Pascoe David D.	6	4	5	50	30	45	80	30	90	110	30	120	230	90	255
122. Patterson Patricia F.	14	4	4	20	15	30	20	15	90	25	15	120	65	45	240
123. Payan George	1	3	5												
124. Pearson Anne Marie	5,16	3	4	15	15	30	15	15	60	15	15	45	45	45	135
125. Pedroza Peter L.	1,16	3	4	10	15	15	10	15	15	10	15	15	30	45	45
126. Peralta Aaron				30	15	85	50	15	65	50	15	65	130	45	215
127. Peters Regina	2	4	5												
128. Pettit Milt H.	1		1												
129. Pham Ai Phuong	13,17	2	4												
130. Phan Hoang M.	13,17	1	5	30	30	150	30	30	150	30	30	150	45	90	450
131. Pharis Jill	1	3	3												
132. Pimentel Beth A.	2	4	4	75	15	265	75	15	265	90	15	315	240	45	845
133. Pon Joanne K.	11	4	3	10	10	80	10	15	120	10	20	140	30	45	340
134. Porter Jerry G.	1	3	5	20	20	80	20	30	100	25	30	85	65	80	265
135. Powell Joyce A.	2,16	3	3	10	15	55	10	15	85	10	15	85	30	45	
137. Reid Virgina	1	3	3												
138. Rieseman Charlot	2	4	4												
139. Riske Sonia M.	2,16	3	1	30	30	60	50	30	60	60	45	60	75	105	100
'40. Roethlisbeiger Pat	2	3	5	25	20	5	30	20	60	75	30	120	133	70	185
.41. Rosentreter Judith D.	6,16	3	4	15	15	25	20	45	80	20	45	70	55	105	175
142. Ruel April	1	4	2												
143. Sakelarios George	1	4	5	30	20	55	20	20	65	10	20	45	60	60	165
144. Salas Aida	2,16	3	3	30	20	40	20	20	60	30	20	100	80	60	200

MASTER LIST

				JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
145. Sanchez Maricela	2,16	3	3												
146. Sandoval Yolanda M.	2	4	5												
147. Schade Charlene	6,16	3	5	15	12	45	30	15	45	30	15	45	75	42	135
148. Sheldon Deborah	1	3	3	60	30	75	90	15	105	60	15	135	210	60	315
149. Sholin Dorothy		4	5	15	15	40	40	15	65	15	15	40	70	45	145
150. Shorr Arla y	2	4	5	30	20	85	25	20	45	30	20	85	85	60	215
151. Shwartz Maxann	1	3	4	30	30	95	30	30	80	30	30	80	90	90	255
152. Simmons Rita	2	4	5	20	20	60	30	40	50	30	20	25	80	80	135
153. Skoll Corn Pearl	14	4	5	160	40	65	160	40	120	160	40	90	480	120	275
154. Smith Patricia Ann	8	6	5	30	40	120	30	30	210	40	30	240	100	100	570
155. Snyder Alma F.	2	4	5	20	15	50	20	15	50	20	15	50	60	45	150
156. Snyder Carolyn L.	5	4	3	30	15	60	30	30	60	30	30	60	90	75	180
157. Sodoro Candace C.	1	4	5												
158. Sparks Konkler Janice	1	4	2	20	20	75	40	30	95	45	30	95	105	80	265
159. Stewart Gail	1	3													
160. Stone Arthur R.	1	4	5												
161. Sullivan Sliaron Ann	1	3	5												
162. Sutherland Diann	1														
163. Swall Beatrice	6,16	3	5	30	30	80	30	30	80	50	40	150	110	100	310
164. Tattersall Patricia	2	2	5	30	30	100	30	30	180	30	30	180	90	90	460
165. Todd Gary A.	1	4	5	15	15	25	30	15	45	30	15	35	75	45	105
166. Tong Tieng N.	13,17	3	3	30	30	30	15	25	20	30	30	45	140	85	95
167. Tony Betty W.	2	4	5	10	15	30	15	15	60	20	15	35	45	45	125
168. Trainer Yates Kathleen	4	3	3												
169. Tran Thu Nhu Mai	13,17	3	3	15	30	40	15	15	40	15	15	40	45	60	120
170. Tyson Ginger	1	4	4	20	15	85	20	15	85	30	15	135	70	45	305
171. Tysor Ladorna L.	8	3	4	15	30	45	30	30	105	15	30	45	60	90	195
172. Velazquez Jose M.	1	4	4	15	15	10	30	15	10	30	15	30	75	45	50
173. Vettel D. Dorene	6	4	5										105	55	
174. Vigliotti Rebecca A.	12	4	10												
175. Wakefield Andreal	6	3	3	15	20	30	45	20	105	15	20	45	75	60	180

MASTER LIST

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
176. Wegter Rex A.	1	3	4	15	20	60	30	20	120	30	20	240	75	60	420
177. White Gregzie L.	1	3	4	45	30	90	30	30	55	20	10	40	95	70	185
178. Whitla Melissa C.	1	3		30	15	35	40	15	115	35	25	180	45	45	330
179. Whitmore George E.	12	4	5	60	30	80	70	30	165	70	30	165	200	90	410
180. Wick Dennis G.	2	4	5	20	20	20	20	20	30	10	20	20	50	60	70
181. Wikstad A. Rosita	2,16	3	4	15	15	30	15	15	60	15	15	60			150
182. Williamson Beverly B.	2														
183. Wilson Lucinda A.	1	4	5												
184. Woodward Melva	1	4	3	15	12	15	10	15	20	15	15	35	40	42	70
185. Wulf Ken H.	10	4	5	110	15	45	80	30	150	80	30	150	270	75	345
186. Zutz Barbara D.	14	4	5	20	30	30	20	15	90	20	15	120	60	60	240

WORKSHOP # 1: LOS ANGELES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Baldonado Elgitha B.	4	4	3	35	15	75	15	30	75	30	20	155	80	65	305
2. Benson Randall S.	1	4	5	40	15	80	50	20	60	70	25	120	160	60	260
3. Bradley Valerie A.	1	3	1	20	10	30	60	30	60	10	15	30	90	55	120
4. Carter Sandral	2	4	5												
5. Castillo Socorro	6,16	3	5												
6. Colon Maria C.	2,16	3	5	15	15	60	30	30	60	20	30	90	65	75	210
7. Dudley Stephanie A.		3	5	30	15	75	60	30	120	50	15	85	140	60	280
8. Eng Joann	1	3	1												
9. Flowers Vicky	1	3	4	30	30	60	30	30	90	45	30	255	105	90	405
10. Friedman Sandra K.	2	3	5												
11. Goldsmith Bindie S.	2	4	4	15	15	30	35	15	70	35	15	70	85	45	170
12. Goldsmith Jack	1	4	5	30	15	70	15	15	30	25	15	50	75	45	150
13. Gunther Diane	2	3	1												
14. Hayes Sandra A.	1	4	7												
15. Helms Mary E.		3	5	80	40	100	80	40	100	140	20	280	300	100	480
16. Howorth Nandy E.	2	4	5	30	20	125	30	45	140	50	20	130	110	85	395
17. Jackson Darlene	1	4	4	15	20	100	60	20	85	60	20	130	135	60	315
18. Johnson Jane G.	12	4	5	30	15	75	60	30	210	60	30	270	150	75	555
19. Kaiser Andrea F.	2,16	4	5	20	15	60	70	15	60	90	60	60	130	90	180
20. Kelly Barbara O.	1	4	5	15	30	15	30	30	60	30	30	60	75	90	135
21. Kenyon Geraldine M.															
22. Mackey Diane M.	1	3	3	15	15	50	45	30	70	60	30	80	120	75	200
23. Mallon Mindy	1	3	3												
24. Martinez Christie L.	1	3	4	25	20	75	60	20	210	60	20	105	145	60	390
25. Martinez Edward A.	1,16	3	3	15	30	30	15	15	90	20	15	120	50	60	240

WORKSHOP # 1: LOS ANGELES

				JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum	Printed Material	Video-cass	Practicuum
26. Patterson Patricia F.	14	4	4	20	15	30	20	15	90	25	15	120	65	45	240
27. Peters Regina	2	4	5												
28. Pharis Jill	1	3	3												
29. Ramos Virginia	1	4	4	20	45	60	40	45	100	60	45	380	120	135	540
30. Ruel April	1	4	2												
31. Sakelarios George	1	4	5	30	20	55	20	20	65	10	20	45	60	60	165
32. Sholin Dorothy		4	5	15	15	40	40	15	65	15	15	40	70	45	145
33. Shorr Arla y	2	4	5	30	20	05	25	20	45	30	20	85	85	60	215
34. Simmons Rita	2	4	5	20	20	60	30	40	50	30	20	25	80	80	135
35. Skoll Corn Pearl	14	4	5	160	40	65	160	40	120	160	40	90	480	120	275
36. Sparks Konkler Janice	1	4	2	20	20	75	40	30	95	45	30	95	105	80	265
37. Sutherland Diann	1														
38. Tony Betty W.	2	4	5	10	15	30	15	15	60	20	15	35	45	45	125
39. Tysor Ladorna L.	8	3	4	15	30	45	30	30	105	15	30	45	60	90	195
40. Velazquez Jose M.	1	4	4	15	15	10	30	15	10	30	15	30	75	45	50
41. Wakefield Andreal	6	3	3	15	20	30	45	20	105	15	20	45	75	60	180
42. Wegter Rex A.	1	3	4	15	20	60	30	20	120	30	20	240	75	60	420
43. White Gregzie L.	1	3	4	45	30	90	30	30	55	20	10	40	95	70	185
44. Whitmore George E.	12	4	5	60	30	80	70	30	165	70	30	165	200	90	410
45. Wick Dennis G.	2	4	5	20	20	20	20	20	30	10	20	20	50	60	70
46. Zutz Barbara D.	14	4	5	20	30	30	20	15	90	20	15	120	60	60	240

WORKSHOP # 2: SAN DIEGO

				JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
	DEMOGRAPHIC BACKGROUND			AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
NAME OF TRAINEES	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Barry Joseph	1	4	4	60	15	35	20	12	15	60	30	60	140	57	110
2. Beving Morning May	1	4	5	10	15	30	20	30	85	20	30	75	50	75	190
3. Casetter Kristie L.	1	3	2	15	15	20	20	15	45	15	15	40	50	45	105
4. Choy H. Linda	1	3	5												
5. Cooper Leslee E.	1	3	3												
6. Cumming Ian	1	4	5												
7. Davis A. Patricia	7	3	4												
8. Earl Carolyn A.	1	3	5	60	12	25	60	15	40	60	15	60	180	42	125
9. Elrod Cindi	1,16	3	3	15	15	45	30	15	60	30	15	60	75	45	165
10. Flake Joseph M.	1	4	5	15	15	15	30	30	75	30	30	50	75	75	140
11. Gimenez Alicia L.	6	3	5												
12. Hart Kari	1	3	3	15	12	35	15	15	30	20	15	60	50	42	125
13. Holloway Deloris	1	3	4												
14. Marciel Barry Patty	1	3	4	60	15	35	30	12	15	60	15	60	150	42	110
15. McMorran Linda M.	1	4	4												
16. Mercies Rita D.	6	3	4												
17. Palmer M. Jean	1	4	5												
18. Pettit Milt H.	1		1												
19. Schade Charlene	6,16	3	5	15	12	45	30	15	45	30	15	45	75	42	135
20. Shwartz Maxann	1	3	4	30	30	95	30	30	80	30	30	80	90	90	255
21. Stone Arthur R.	1	4	5												
22. Todd Gary A.	1	4	5	15	15	25	30	15	45	30	15	35	75	45	105
23. Tyson Ginger	1	4	4	20	15	85	20	15	85	30	15	135	70	45	305
24. Woodward Melva	1	4	3	15	12	15	10	15	20	15	15	35	40	42	70

WORKSHOP # 3: SAN JOSE

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Alba Georgina A.	9,16	3	3	10	30	20	30	15	50	30	30	60	70	75	130
2. Ayala Scope	6	1													
3. Barbara Ernst	1	3	5	15	15	45	15	15	60	20	15	85	50	45	190
4. Bennet Lyn A.	1	3	3	15	30	15	15	30	75	20	30	100	50	90	250
5. Carr Susan E.	1	4	4	10	10	15	15	10	20	10	15	15	35	30	50
6. Castillo Cathy M.	15,16	2	3	10	15	30	60	20	120	15	20	45	85	55	195
7. Cowart Jim	1	4	5	20	20	55	20	20	80	20	30	100	60	70	235
8. Curran Thomas L.	7	3	1												
9. Dao Mai	11	4	4												
10. Dauber Henry A.	1	3	4	15	15	15	30	15	60	30	15	75	75	45	150
11. Durec Robert G.	1	4	5	30	20	65	25	30	105	30	35	65	85	85	235
12. Erickson Frances W.	7	3		70	20	120	70	10	120	70	20	135	210	50	375
13. Fairchild Betty	1	3	5	50	15	175	5	15	235	50	15	235	105	45	645
14. Fox Janet M.	2,16	4	4	15	20	60	15	20	90	15	20	90	45	60	240
15. Gabriel Liz	1	3													
16. Garcia A. Robert	6	5	4												
17. Golden Alan	1	3	5												
18. Quevin Anthony J.	1	3	4	15	60	15	30	60	30	30	30	30	75	150	75
19. Hanson Marv K.	1	3	5												
20. Horner Jane A.	1	3	4	15	15	15	15	15	60	15	15	60	45	45	135
21. Kalinowski Lyn B.	1	4	5	15	15	15	15	15	30	15	15	60	45	45	105
22. Keele Scott J.	14	3	5	35	15	60	35	15	60	35	15	60	105	45	180
23. Lazaga Kaanapu Juana	1,16	4	4	40	30	30	50	40	90	50	40	120	140	110	240
24. Lindquist Edith L.	6	6	5												
25. Marks Mary C.	1	4	4	30	15	15	40	15	125	35	15	100	105	45	240

WORKSHOP # 3: SAN JOSE

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
26. Martin Ann H.															
27. Marxin Ann Marganet	6	4	5												
28. Matson Lary S.	1	3	1												
29. McCormack Guy	8	4	4												
30. Nguyen Nhi T.	2,17	2		10	15	25	15	15	30	15	15	30	40	45	85
31. Pearson Anne Marie	5,16	3	4	15	15	30	15	15	60	15	15	45	45	45	135
32. Pedroza Peter L.	1,16	3	4	10	15	15	10	15	15	10	15	15	30	45	45
33. Sheldon Deborah	1	3	3	60	30	75	90	15	105	60	15	135	210	60	315
34. Smith Patricia Ann	8	6	5	30	40	120	30	30	210	40	30	240	100	100	570
35. Sodoro Candace C.	1	4	5												
36. Stewart Gail	1	3													
37. Sullivan Sliaron Ann	1	3	5												
38. Swall Beatrice	6,16	3	5	30	30	80	30	30	80	50	40	150	110	100	310
39. Vettel D. Dorene	6	4	5										105	55	
40. Whitla Melissa C.	1	3		30	15	35	40	15	115	35	25	180	45	45	330
41. Wikstad A. Rosita	2,16	3	4	15	15	30	15	15	60	15	15	60			150

WORKSHOP # 4: ORANGE COUNTY

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Allen Sandra	2	4	5	60	20	10	60	20	120	60	20	300	180	60	430
2. Benschneider Layne	1	3	3	40	30	70	50	40	110	70	60	270	160	130	450
3. Cline Jennifer	1	3	3												
4. Copeland Margaret A.	4	4	5	20	15	60	30	15	60	60	30	180	110	60	300
5. Cox Emma	1	3	5												
6. Donesley Pamela C.	3	4	5	15	15	25	12	30	115	25	30	130	52	75	270
7. England Dorothy	1	4	4												
8. Fostes Patricia J.	8	3	4												
9. Hense Mary Jayne	1	4	5												
10. Kaluzny Thomas R.	7	3	1	15	10	65	15	15	170	20	15	120	50	40	355
11. Kofahl Carol A.	1	4	4												
12. Lam Kim Oanh	2	4	3												
13. Marrin Ellen F.	12	4	1	10	10	90	15	15	65	20	20	270	45	45	425
14. Martin Joe D.	1	3	5	5	15	30	15	20	210	10	15	80	30	50	320
15. Mccluskey Danielli	2	3	5	30	15	105	60	30	150	60	30	150	150	75	405
16. Mora Tamasa	2,16	3	3	30	15	120	40	15	95	25	15	80	95	45	295
17. Morales Linda E.	1	4	3												
18. Morton Kimble B.	1	4	4												
19. Orine Denise	2	3	3	15	15	45	60	30	100	90	5	120	165	50	265
20. Pon Joanne K.	11	4	3	10	10	80	10	15	120	10	20	140	30	45	340
21. Porter Jerry G.	1	3	5	20	20	80	20	30	100	25	30	85	65	80	265
22. Reid Virgina	1	3	3												
23. Roethlisbeiger Pat	2	3	5	25	20	5	30	20	60	75	30	120	133	70	185
24. Rosentreter Judith D.	6,16	3	4	15	15	25	20	45	80	20	45	70	55	105	175
25. Sandoval Yolanda M.	2	4	5												
26. Tattersall Patricia	2	2	5	30	30	100	30	30	180	30	30	180	90	90	460
27. Vigliotti Rebecca A.	12	4	10												
28. Williamson Beverly B.	2														

WORKSHOP # 5: FRESNO

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BHAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Atkins Virginia	1	5	5												
2. Brilhart Diane L.	11	3	4	15	15	30	35	15	70	35	15	70	85	45	170
3. Clark Stephanie	11	4	3	10	15	15	40	15	100	45	15	95	95	45	210
4. Dowler Jackie D.	1	3	3												
5. Dunham Susan L.	2	3	5	10	30	20	60	30	150	50	30	100	120	90	270
6. Ehn Carolyn J.	2,16	3	4	30	15	65	40	30	70	40	30	130	110	75	265
7. Fricker Nancy	11	4	4	20	30	40	60	30	150	60	30	150	140	90	340
8. Gardner Evans Debra	2	4	4	80	12	150	120	15	150	120	15	150	320	42	450
9. Grady Patty	1	3	4	30	30	50	20	15	30	20	25	70	70	70	150
10. Gray Robert T.	1	3	4												
11. Jeschien Jody	2	4	5	15	15	30	15	15	60	15	15	55	45	45	145
12. Lang Marilyn L.	1	3	5	30	15	105	30	15	75	30	15	75	90	45	255
13. Lehman Linda L.	11	4	5	15	15	30	15	30	45	15	30	45	45	75	120
14. Lynch Erin	1	3	1	30	10	60	15	10	240	15	15	120	60	35	420
15. Mathew Judith	11	4	4	5	10	20	10	10	40	10	10	50	25	30	110
16. Nielson Terri	2	4	6	30	10	15	45	25	90	30	20	120	105	55	225
17. Pascoe David D.	6	4	5	50	30	45	80	30	90	110	30	120	230	90	255
18. Pimentel Beth A.	2	4	4	75	15	265	75	15	265	90	15	315	240	45	845
19. Powell Joyce A.	2,16	3	3	10	15	55	10	15	85	10	15	85	30	45	225
20. Rieseman Charlot	2	4	4												
21. Salas Aida	2,16	3	3	30	20	40	20	20	60	30	20	100	80	60	200
22. Sanchez Maricela	2,16	3	3												
23. Snyder Alma F.	2	4	5	20	15	50	20	15	50	20	15	50	60	45	150
24. Snyder Carolyn L.	5	4	3	30	15	60	30	30	60	30	30	60	90	75	180
25. Trainer Yates Kathleen	4	3	3												
26. Wulf Ken H.	10	4	5	110	15	45	80	30	150	80	30	150	270	75	345

WORKSHOP # 6: SANTA ANA

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND			JOURNAL OF STUDYTIME (MINUTES)/LEARNING MODES USED BY STUDENTS											
				AAHPERD			BMAT			B/O			ACCUMULATIVE TOTAL		
	Occupation	Education background	Teaching Experience	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum	Printed Material	Video-cass	Prac-ticuum
1. Bird Karen	1,17														
2. Boyes Marilyn	1,16	3	5	15	15	50	15	15	55	15	15	50	45	45	155
3. Bui Lien Kim	13,17	3	5	30	20	50	45	30	120	45	30	120	120	80	290
4. Coronado Melissa	1	1													
5. Hernandez Lucia G.	2,16	4	5	30	30	25	10	15	15	30	30	15	70	75	55
6. Huntington Kathy	1	1													
7. Janis Carney	2	4	4												
8. Le Doan	13,17	2	4	60	30	165	50	15	100	40	30	100	150	75	365
9. Moad Mary K.	2,16	4	4	20	30	30	20	30	20	20	30	40	60	90	90
10. Murray Carol A.	1,16	4	5	80	60	50	75	30	85	90	60	100	245	150	235
11. Ngo Trung	13,17	1	2												
12. Nguyen Francis	13,17	1	2												
13. Nguyen Phuong	2	4	3	50	30	60	60	25	120	60	30	120	170	85	300
14. Payan George	1	3	5												
15. Peralta Aaron				30	15	85	50	15	65	50	15	65	130	45	215
16. Pham Ai Phuong	13,17	2	4												
17. Phan Hoang M.	13,17	1	5	30	30	150	30	30	150	30	30	150	45	90	450
18. Riske Sonia M.	2,16	3	1	30	30	60	50	30	60	60	45	60	75	105	180
19. Tong Tieng N.	13,17	3	3	30	30	30	15	25	20	30	30	45	140	85	95
20. Tran Thu Nhu Mai	13,17	3	3	15	30	40	15	15	40	15	15	40	45	60	120

APPENDIX C

MASTER LIST OF TRAINEES (PHASE I)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BMAT	BRUININKS OSERETSKY
1. Alia Georgina A.	9,16	3	3	7	Y	Y	Y	21	35	30	50		Y	
2. Allen Sandra J.	2	4	5	2	Y	Y	Y	12	20	30	50	Y		Y
3. Atkins Virginia	1	5	5	6	Y	Y	Y							
4. Ayala Scope	6	1		2	Y	Y		22	36	26	43		Y	
5. Baldonado Elyitha B.	4	4	3	2,3	Y	Y	Y	14	23	25	41			Y
6. Barbara Ernst	1	3	5	2,3	Y	Y	Y	25	41	35	58	Y	Y	Y
7. Barry Joseph	1	4	4	3	Y	Y	Y	23	38	39	65	Y	Y	Y
8. Bennet Lyn A.	1	3	3	2,3	Y	Y	Y	29	48	34	56	Y	Y	Y
9. Benschneider Layne	1	3	3	2	Y	Y	Y							
10. Benson Randall S.	1	4	5	2,3	Y	Y	Y	13	21	27	45		Y	Y
11. Beving Mary Morning	1	4	5	3	Y	Y	Y	31	51	49	81		Y	Y
12. Bird Karen	1,17			2				29	48					
13. Boyes Marilyn	1,16	3	5	2,3	Y	Y	Y	26	43			Y	Y	Y
14. Bradley Valerie A.	1	3	1	2,3	Y	Y	Y	12	20	28	46		Y	
15. Drillhart Diane L.	11	3	4	2	Y	Y	Y			35	58	Y	Y	Y
16. Bui Lien Kim	13,17	3	5	2	Y	Y	Y	24	40	35	58	Y	Y	Y
17. Carr Susan E.	1	4	4	2,3	Y	Y	Y	28	46	32	53	Y	Y	Y
18. Carter Sandral	2	4	5	2			Y	16	26					
19. Catetter Kristie L.	1	3	2	2				28	46	40	66	Y	Y	
20. Castillo Cathy M.	15,16	2	3	7	Y	Y	Y	22	36	31	51		Y	Y
21. Castillo Socorro	6,16	3	5	2,3	Y	Y		15	25	17	28		Y	Y
22. Choy Linda H.	1	3	5	2,3										
23. Clark Stephanie	11	4	3	2	Y	Y	Y	24	40	38	63	Y	Y	Y
24. Cline Jennifer	1	3	3	2										
25. Colon Maria C.	2,16	3	5	2	Y	Y	Y	6	10	13	21			Y
26. Cooper Leslee E.	1	3	3	2,3				31	51	37.	61	Y	Y	Y
27. Copeland Margaret A.	4	4	5	2,3	Y	Y	Y	19	31			Y	Y	Y
28. Coronado Melissa	1	1										Y	Y	Y
29. Cowart Jim	1	4	5	2	Y	Y	Y	28	46	38	63	Y	Y	
30. Cox Emma	1	3	5	1,2,3										
31. Cumming Ian	1	4	5	3				34	56	43	71	Y	Y	Y
32. Curran Thomas L.	7	3	1	7				20	33					
33. Dao Mai	11	4	4	2,3										

MASTER LIST OF TRAINEES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
								Pretest		Posttest				
	Occupation	Education Background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	#right	%right	#right	%right	AAHPERD	BMAT	BRUININKS OSERETSKY
34. Dauber Henry A.	1	3	4	2,3	Y	Y	Y	24	40	38	63	Y	Y	
35. Davis Patrica A.	7	3	4	3										
36. Donesley Pamela C.	3	4	5	3	Y	Y	Y	24	40			Y	Y	Y
37. Dowler Jackie D.	1	3	3	2	Y	Y	Y	21	35	35	58	Y	Y	Y
38. Dudley Stephanie A.	2	3	5	2,3	Y	Y	Y	14	23	23	38			
39. Dunham Susan L.	2	3	5	1,3	Y	Y	Y	12	30	30	50	Y	Y	Y
40. Duree Robert G.	1	4	5	2	Y	Y	Y	31	51	34	56	Y	Y	Y
41. Earl Carolyn A.	1	3	5	3				28	46	43	71	Y	Y	Y
42. Ehn Carolyn J.	2,16	3	4	2,3	Y	Y	Y	20	33	30	50	Y	Y	Y
43. Elrod Cindi	1,16	3	3	2	Y	Y	Y	29	48	37	61	Y	Y	Y
44. Eng Joann	1	3	1	2,3										
45. England Dorothy B.	1	4	4	2				21	35	35	58	Y	Y	Y
46. Erickson Frances W.	7	3		7	Y	Y	Y	25	41	39	65	Y	Y	Y
47. Fairchild Betty	1	3	5	2,3	Y	Y	Y	28	46	33	55	Y	Y	Y
48. Flake Joseph H.	1	4	5	2	Y	Y	Y	32	53	39	65	Y	Y	Y
49. Flowers Vicky	1	3	4	2,3	Y	Y	Y	15	25	23	38			Y
50. Foster Patricia	8	3	4	2				18	30				Y	Y
51. Fox Janet M.	2,16	4	4	3	Y	Y	Y	23	38	39	65	Y	Y	Y
52. Fricker Nancy	11	4	4	2	Y	Y	Y			36	60	Y	Y	Y
53. Friedman Sandra K.	2	3	5	3	Y			12	20	15	25	Y		
54. Gabriel Liz	1	3		2		Y						Y		
55. Garcia Robert A.	6	5	4	1,2,3										
56. Gardner Evans Debra	2	4	4	2,3	Y	Y	Y	17	28	43	71	Y	Y	Y
57. Gimenez Alicia L.	6	3	5	2,3				24	40	43	71	Y	Y	Y
58. Golden Alan	1	3	5	1,2,3										
59. Goldsmith Birdie S.	2	4	4	2,3	Y	Y	Y	5	8	11	18	Y		
60. Goldsmith Jack	1	3	5	2	Y	Y	Y	18	30	24	40		Y	
61. Grady Patty	1	3	4	2	Y	Y	Y	30	50	36	60	Y	Y	Y
62. Gray Robert T.	1	3	4	1,2,3										
63. Guevin Anthony J.	1	3	4	2				18	30	32	53	Y		
64. Gunther Diane	2	4	1	3										
65. Hanson Mary K.	1	3	5	3	Y	Y	Y	17	28	29	48	Y	Y	Y
66. Hart Kari	1	3	3	2	Y	Y	Y	26	43	40	66	Y	Y	Y

MASTER LIST OF TRAINEES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
		Education	Teaching	Student's	Workshop		Journal	Pretest		Posttest				BRUININKS
	Occupation	background	Experience	age's level	Evaluation	Questionnaire	Study time	#right	%right	#right	%right	AAHPERD	BMVT	OSERETSKY
67. Hayes Sandra A.	1	3	7	1,2	Y	Y		12	20	24	40			Y
68. Helms Mary E.	1	4	5	2,3	Y	Y	Y	16	26	21	35			
69. Hense Mary Jayne	1	4	5	2		Y		30	50	36	60	Y	Y	
70. Hernandez Lucia G.	2,16	4	5	2	Y	Y	Y	19	31	39	65			
71. Holloway Deloris	1	3	4	1,2										
72. Horner Jane A.	1	3	4	2,3	Y	Y	Y	17	28	25	41	Y	Y	Y
73. Howorth Nancy E.	2	4	5	3	Y	Y	Y	18	30	24	40			Y
74. Huntington Kathy	1	1										Y	Y	
5. Jackson Darlene	1	4	4	2,3	Y	Y	Y	14	23	24	40			
76. Janis Carney	2	4	4	2										
77. Jeschien Jody	2	4	5	1	Y	Y	Y	16	26	40	66	Y	Y	Y
78. Johnson Jane G.	12	4	5	1	Y	Y	Y	20	33	27	45			Y
79. Kaiser Andrea F.	1,16	4	5	3	Y	Y	Y	25	41	23	38			Y
80. Kalinowski Lynnet B.	1	4	5	2	Y	Y	Y	26	43	35	58	Y	Y	Y
81. Kaluzny Thomas R.	7	3	1	2	Y	Y	Y	26	43			Y	Y	Y
82. Keele Scott J	14	3	5	2,3	Y	Y	Y	25	41	34	56	Y	Y	Y
83. Kelly Barbara O.	1	4	5		Y	Y	Y	20	33			Y		
84. Kenyon Geraldine H.								14	23					
85. Kofahl Carol A.	1	4	4	2,3				19	31	39	48	Y	Y	Y
86. Lam Kim Oanh	2	4	3	2,3										
87. Lang Marilyn L.	1	3	5	2	Y	Y	Y	19	31	29	48	Y	Y	Y
88. Lazaga Kaanapu Juana	1,16	4	4	2,3	Y	Y	Y	17	28	39	65	Y	Y	Y
89. Le Doan V.	13,17	2	4	2,3	Y	Y	Y	11	18	30	50	Y	Y	Y
90. Lehman Linda L.	11	4	5	2	Y	Y	Y			28	46	Y	Y	Y
91. Lindquist Edith L.	6	6	5	6	Y	Y	Y	28	46	33	55	Y		Y
92. Lynch Erin	1	3	1	2	Y	Y	Y	23	38	32	53	Y	Y	Y
93. Mackey Diane M.	1	3	3	2,3	Y	Y	Y	19	31	10	16		Y	
94. Mallon Mindy	1	3	3											
95. Marciel Patty Barry	1	3	4	2	Y	Y	Y	33	55	41	68			
96. Marks Mary C.	1	4	4	3	Y	Y	Y	26	43	28	46	Y	Y	Y
97. Marrin Ellen F.	12	4	1	1	Y	Y	Y	27	45			Y	Y	Y
98. Martin Ann H.								18	30					
99. Martin Joe D.	1	3	5	3			Y	23	38	32	53	Y	Y	Y

MASTER LIST OF TRAINEES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BMAT	BRUININKS OSERETSKY
100. Martinez Christie L.	1	3	3	2	Y	Y	Y	22	36	27	45		Y	
101. Martinez Edward A.	1	3	4	3	Y	Y	Y	19	31	23	38		Y	
102. Marxin Ann Margaret	6	4	5	1,2,3										
103. Mathew Judith	11	4	4	4	Y	Y	Y	24	60	41	68	Y	Y	Y
104. Matson Lary S.	1	3	1											
105. McCluskey Danielli	2	3	5	2,3	Y	Y	Y	17	28	35	58	Y	Y	Y
106. McCormack Guy.	8	4	4	3	Y	Y	Y	20	33	34	56	Y	Y	Y
07. McMorran Linda H.	1	4	4	2				30	50	38	63	Y	Y	Y
108. Mercier Rita D.	6	3	4	2				26	43	39	65			Y
109. Moad Mary K.	2,16	4	4	2				23	38	32	53	Y	Y	Y
110. Mora Tamasa	2,16	3	3	2				20	33				Y	Y
111. Morales, Linda E.	1	4	3	2										
112. Morton Kimble B.	1	4	4	2,3				33	55					
113. Murray Carol A.	1,16	4	5	2,3	Y	Y	Y	26	43	39	65	Y	Y	Y
114. Ngo Trung	13,17	1	2	2				20	33					
115. Nguyen Francis	13,17	1	2	3				14	23					
116. Nguyen Nhi T.	13,17	2		2	Y	Y	Y	12	20	19	31	Y	Y	Y
117. Nguyen Phuong	2	4	3	3	Y	Y	Y			23	28			
118. Nielson Terri	2	4	6	2	Y	Y	Y	21	18	37	61	Y	Y	Y
119. Orine Denise	2	3	3	2	Y	Y	Y					Y	Y	Y
120. Palmer Jean M.	1	4	5	5				25	41	47	78			Y
121. Pascoe David D.	6	4	5	2	Y	Y	Y			35	58	Y	Y	Y
122. Patterson Patricia F.	1,16	3	3	3	Y	Y	Y	18	30	24	40			Y
123. Payan George	1	3	5	3										
124. Pearson Anne Marie	5,16	3	4	4	Y	Y	Y	17	28	34	56	Y	Y	Y
125. Pedroza Peter L.	1,16	3	4	2,3	Y	Y	Y	25	41	37	61	Y	Y	Y
126. Peralta Aaron	1,16	3	3	2,3				22	36	28	46	Y	Y	Y
127. Peters Regina	14	4	4	1										
128. Pettit Milt H.	1		1	2				16	26	41	68		Y	Y
129. Pham Phuong A.	13,17	2	4	3	Y	Y	Y	13	21			Y	Y	Y
130. Phan Hoang H.	13,17	1	5	3				13	21	12	20			
131. Pharis Jill	2	3	5											
132. Pimentel Beth A.	2	4	4	2	Y	Y	Y	27	45	35	58	Y	Y	Y

MASTER LIST OF TRAINEES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education Background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BRAT	BRUININKS OSERETSKY
133. Pon Joanne K.	11	4	3	2,3	Y	Y	Y	24	40	35	58	Y	Y	Y
134. Porter Jerry C.	1	3	5	2	Y	Y	Y	24	40			Y	Y	Y
135. Po ll Joyce A.	2,16	3	3		Y	Y	Y			39	65	Y	Y	Y
136 Ram s April	1	4	3	2,3	Y	Y	Y	17	28	26	43			Y
137. Reid Virginia	1	3	3	2										
138. [illegible] Charlot	2	4	4	[illegible]										
139. [illegible]	2,16	3	1	[illegible]	Y	Y	Y	23	38	37	61	Y	Y	Y
0. Roethlisberger Pat	2	3	5	2,3				16	26	37	61	Y		Y
41. Rosentreter Judith D.	6,16	3	4	2	Y	Y	Y	23	38			Y	Y	Y
142. Ruel April	1	4	2											
143. Sakelarios George W.	1	4	5	2,3	Y	Y	Y	21	35	23	38		Y	
144. Salas Aida	2,16	3	3	2	Y	Y	Y			33	55	Y	Y	Y
145. Sanchez Maricela	2,16	3	3	2	Y	Y	Y			24	40	Y	Y	Y
146. Sandoval Yolanda M.	2	4	5	2,3										
147. Schade Charlene	6,16	3	5	1,3				18	30	29	30			
148. Sheldon Deborah L.	1	3	3	2,3	Y	Y	Y	22	36	38	63	Y		Y
149. Sholin Dorothy	2	4	5	3	Y	Y	Y	17	28	18	30	Y	Y	Y
150. Shorr Arla Y.	2	4	5	2	Y	Y	Y	17	28	26	43			Y
151. Shwartz Maxann	1	3	4	3	Y	Y		30	50	32	53	Y	Y	Y
152. Simmons Rita	2	4	5	2	Y	Y	Y			19	31		Y	
153. Skoll Corn Pearl	14	4	5	3	Y	Y	Y	14	23	22	36		Y	Y
154. Smith Patricia Ann	8	6	5	3	Y	Y	Y	19	31	30	50	Y	Y	Y
155. Snyder Alma F.	2	4	5	1	Y	Y	Y			42	70	Y	Y	Y
156. Snyder Carolyn L.	5	4	3	2	Y		Y			35	58	Y	Y	Y
157. Sodoro Candace C.	1	4	5	2,3				23	38					
158. Sparks Konkler Janice	1	4	2	3			Y	16	26	28	46		Y	Y
159. Stewart Gail	1	3		2										
160. Stone Arthur R.	1	4	5	5	Y	Y	Y	25	41	32	53		Y	Y
61. Sullivan Sharon Ann	1	3	5	1,2,3										
62. Sutherland Diann	1			2				17	28					
163. Swall Beatrice	6,16	3	5	3	Y	Y	Y	21	35	29	48	Y	Y	Y
164. Tattersall Patricia	2	2	5	2,3	Y	Y	Y	23	38	40.	66		Y	Y
165. Todd Gary A.	1	4	5	2	Y	Y	Y	32	53	40	66	Y	Y	Y

MASTER LIST OF TRAINEES

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
								Pretest		Posttest				
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	#right	%right	#right	%right	AAHPERD	BHAT	BRUININKS OSERETSKY
166. Tong Tieng N.	13,17	3	3	2				18	30	29	48			
167. Tony Betty W.	2	4	5	2,3	Y	Y	Y	21	35	11	18	Y		
168. Trainor Yates K.	4	3	3	2,3						31	51	Y	Y	Y
169. Tran Mai N.T.	13,17	3	3	3	Y	Y	Y	17	28	29	48			
170. Tyson Ginger	1	4	4	2				22	36	40	66	Y	Y	
171. Tysor Ladonna L.	8	3	4	3	Y	Y	Y	20	33	15	25			Y
172. Velazquez Jose M.	1	4	4	2,3	Y	Y	Y	23	38	20	33		Y	Y
173. Vettel Dorene D.	6	4	5	3,4	Y	Y	Y	26	43	32	53		Y	Y
174. Vigliotti Rebecca A.	12	4	10	2,3				22	36			Y	Y	Y
175. Wakefield Andrea L.	6	3	3		Y	Y	Y	17	28	27	45	Y		
176. Wegter Rex A.	1	3	4	2,3		Y	Y	25	41	27	45			
178. Whitla Melissa C.	1	3		2	Y	Y	Y	20	33	29	48	Y	Y	Y
177. White Gregzie L.	1	3	4	3	Y	Y	Y	19	31	22	36			
179. Whitmore George E.	12	4	5	3	Y	Y	Y	21	35	24	40		Y	
180. Wick Dennis G.	2	4	5	3	Y	Y	Y	21	35	22	36	Y		
181. Wikstad Rosita A.	2,16	3	4	2	Y	Y	Y	16	26	28	46	Y		Y
182. Williamson Beverly B.	2							27	45					
183. Wilson Lucinda A.	1	4	5	2				25	41					
184. Woodward Melva	1	4	3	2,3	Y	Y	Y	31	51	41	68	Y	Y	Y
185. Wulf Ken H.	10	4	5	2	Y	Y	Y			36	60	Y	Y	Y
186. Zutz Barbara P.	14	4	5	2,3	Y	Y	Y	15	25	13	21			Y

LOS ANGELES UNIFIED / LONG BEACH (WORKSHOP #1)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest		Posttest		AAHPERD	BMAT	BRUININKS OSERETSKY
								#right	%right	#right	%right			
1. Baldonado Elgitha B.	4	4	3	2,3	Y	Y	Y	14	23	25	41			Y
2. Benson Randall S.	1	4	5	2,3	Y	Y	Y	13	21	27	45		Y	Y
3. Bradley Valerie A.	1	3	1	2,3	Y	Y	Y	12	20	28	46		Y	
4. Carter Sandral	2	4	5	2			Y	16	26					
5. Castillo Socorro	6,16	3	5	2,3	Y	Y		15	25	17	28		Y	Y
6. Colon Maria C.	2,16	3	5	2	Y	Y	Y	6	10	13	21			Y
7. Dudley Stephanie A.	2	3	5	2,3	Y	Y	Y	14	23	23	38			
8. Eng Joann	1	3	1	2,3										
9. Flowers Vicky	1	3	4	2,3	Y	Y	Y	15	25	23	38			Y
10. Friedman Sandra K.	2	3	5	3	Y			12	20	15	25	Y		
11. Goldsmith Birdie S.	2	4	4	2,3	Y	Y	Y	5	8	11	18	Y		
12. Goldsmith Jack	1	3	5	2	Y	Y	Y	18	30	24	40		Y	
13. Gunther Diane	2	4	1	3										
14. Hayes Sandra A.	1	3	7	1,2	Y	Y		12	20	24	40			Y
15. Helms Mary E.	1	4	5	2,3	Y	Y	Y	16	26	21	35			
16. Howorth Nancy E.	2	4	5	3	Y	Y	Y	18	30	24	40			Y
17. Jackson Darlene	1	4	4	2,3	Y	Y	Y	14	23	24	40			
18. Johnson Jane G.	11	4	5	1	Y	Y	Y	20	33	27	45			Y
19. Kaiser Andrea F.	1,16	4	5	3	Y	Y	Y	25	41	23	38			Y
20. Kelly Barbara O.	1	4	5		Y	Y	Y	20	33			Y		
21. Kenyon Geraldine M.								14	23					
22. Mackey Diane M.	1	3	3	2,3	Y	Y	Y	19	31	10	16		Y	
23. Mallon Mindy	1	3	3											
24. Martinez Christie L.	1	3	3	2	Y	Y	Y	22	36	27	45		Y	
25. Martinez Edward A.	1	3	4	3	Y	Y	Y	19	31	23	38		Y	

LOS ANGELES UNIFIED / LONG BEACH (WORKSHOP #1)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest		Posttest		AAHPERD	BMAT	BRUININKS OSERETSKY
								#right	%right	#right	%right			
26. Patterson Patricia F.	1,16	3	3	3	Y	Y	Y	18	30	24	40			Y
27. Peters Regina	14	4	4	1										
28. Pharis Jill	2	3	5											
29. Ramos April	1	4	3	2,3	Y	Y	Y	17	28	26	43			Y
30. Ruel April	1	4	2											
31. Sakelarios George W.	1	4	5	2,3	Y	Y	Y	21	35	23	38		Y	
32. Sholin Dorothy	2	4	5	3	Y	Y	Y	17	28	18	30	Y	Y	Y
33. Shorr Arla Y.	2	4	5	2	Y	Y	Y	17	28	26	43			Y
34. Simmons Rita	2	4	5	2	Y	Y	Y			19	31		Y	
35. Skoll Corn Pearl	14	4	5	3	Y	Y	Y	14	23	22	36		Y	Y
36. Sparks Konkler Janice	1	4	2	3			Y	16	26	28	46		Y	Y
37. Sutherland Diann	1			2				17	28					
38. Tony Betty W.	2	4	5	2,3	Y	Y	Y	21	35	11	18	Y		
39. Tysor Ladonna L.	8	3	4	3	Y	Y	Y	20	33	15	25			Y
40. Velazquez Jose M.	1	4	4	2,3	Y	Y	Y	23	38	20	33		Y	Y
41. Wakefield Andrea L.	6	3	3		Y	Y	Y	17	28	27	45	Y		
42. Wegter Rex A.	1	3	4	2,3		Y	Y	25	41	27	45			
43. White Gregzie L.	1	3	4	3	Y	Y	Y	19	31	22	36			
44. Whitmore George E.	12	4	5	3	Y	Y	Y	21	35	24	40		Y	
45. Wick Dennis G.	2	4	5	3	Y	Y	Y	21	35	22	36	Y		
46. Zutz Barbara P.	14	4	5	2,3	Y	Y	Y	15	25	13	21			Y

SAN DIEGO (WORKSHOP #2)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
								Pretest		Posttest				
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	#right	%right	#right	%right	AAHPERD	BMAT	BRUININKS OSERETSKY
1. Barry Joseph	1	4	4	3	Y	Y	Y	23	38	39	65	Y	Y	Y
2. Beving Mary Morning	1	4	5	3	Y	Y	Y	31	51	49	81		Y	Y
3. Catetter Kristie L.	1	3	2	2				28	46	40	66	Y	Y	
4. Choy Linda H.	1	3	5	2,3										
5. Cooper Leslee E.	1	3	3	2,3				31	51	37	61	Y	Y	Y
6. Cumming Ian	1	4	5	3				34	56	43	71	Y	Y	Y
7. Davis Patrica A.	7	3	4	3										
8. Earl Carolyn A.	1	3	5	3				28	46	43	71	Y	Y	Y
9. Elrod Cindi	1,16	3	3	2	Y	Y	Y	29	48	37	61	Y	Y	Y
10. Flake Joseph M.	1	4	5	2	Y	Y	Y	32	53	39	65	Y	Y	Y
11. Gimenez Alicia L.	6	3	5	2,3				24	40	43	71	Y	Y	Y
12. Hart Kari	1	3	3	2	Y	Y	Y	26	43	40	66	Y	Y	Y
13. Holloway Deloris	1	3	4	1,2										
14. Marciel Patty Barry	1	3	4	2	Y	Y	Y	33	55	41	68	Y		
15. McMorran Linda M.	1	4	4	2				30	50	38	63	Y	Y	Y
16. Mercier Rita D.	6	3	4	2				26	43	39	65			Y
17. Palmer Jean M.	1	4	5	5				25	41	47	78			Y
18. Pettit Milt H.	1		1	2				16	26	41	68		Y	Y
19. Schade Charlene	6,16	3	5	1,3				18	30	29	30	Y		
20. Shwartz Maxann	1	3	4	3	Y	Y		30	50	32	53	Y	Y	Y
21. Stone Arthur R.	1	4	5	5	Y	Y	Y	25	41	32	53		Y	Y
22. Todd Gary A.	1	4	5	2	Y	Y	Y	32	53	40	66	Y	Y	Y
23. Tyson Ginger	1	4	4	2				22	36	40	66	Y	Y	
24. Woodward Melva	1	4	3	2,3	Y	Y	Y	31	51	41	68	Y	Y	Y

SAN JOSE (WORKSHOP #3)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BMAT	BRUININKS OSERETSKY
1. Alba Georgina A.	9,16	3	3	7	Y	Y	Y	21	35	30	50		Y	
2. Ayala Scope	6	1		2	Y	Y		22	36	26	43		Y	
3. Barbara Ernst	1	3	5	2,3	Y	Y	Y	25	41	35	58	Y	Y	Y
4. Bennet Lyn A.	1	3	2,3	Y	Y	Y	Y	29	48	34	56	Y	Y	Y
5. Carr Susan E.	1	4	4	2,3	Y	Y	Y	28	46	32	53	Y	Y	Y
6. Castillo Cathy M.	15,16	2	3	7	Y	Y	Y	22	36	31	51		Y	Y
7. Cowart Jim	1	4	5	2	Y	Y	Y	28	46	38	63	Y	Y	
8. Curran Thommas L.	7	3	1	7				20	33					
9. Dao Mai	11	4	4	2,3										
10. Dauber Henry A.	1	3	4	2,3	Y	Y	Y	24	40	38	63	Y	Y	
11. Duree Robert G.	1	4	5	2	Y	Y	Y	31	51	34	56	Y	Y	Y
12. Erickson Frances W.	7	3		7	Y	Y	Y	25	41	39	65	Y	Y	Y
13. Fairchild Betty	1	3	5	2,3	Y	Y	Y	28	46	33	55	Y	Y	Y
14. Fox Janet M.	2,16	4	4	3	Y	Y	Y	23	38	39	65	Y	Y	Y
15. Gabriel Liz	1	3		2										
16. Garcia Robert A.	6	5	4	1,2,3		Y							Y	
17. Golden Alan	1	3	5	1,2,3										
18. Guevin Anthony J.	1	3	4	2				18	30	32	53			
19. Hanson Mary K.	1	3	5	3	Y	Y	Y	17	28	29	48	Y	Y	Y
20. Horner Jane A.	1	3	4	2,3	Y	Y	Y	17	28	25	41	Y	Y	Y
21. Kalinowski Lynnet B.	1	4	5	2	Y	Y	Y	26	43	35	58	Y	Y	Y
22. Keele Scott J	14	3	5	2,3	Y	Y	Y	25	41	34	56	Y	Y	Y
23. Lazaga Kaanapu Juana	1,16	4	4	2,3	Y	Y	Y	17	28	39	65	Y	Y	Y
24. Lindquist Edith L.	6	6	5	6	Y	Y	Y	28	46	33	55	Y		Y
25. Marks Mary C.	1	4	4	3	Y	Y	Y	26	43	28	46	Y	Y	Y

SAN JOSE (WORKSHOP #3)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	DMAT	BRUININKS OSERETSKY
26. Martin Ann M.								18	30					
27. Marxin Ann Margaret	6	4	5	1,2,3										
28. Matson Lary S.	1	3	1											
29. McCormack Guy.	8	4	4	3	Y	Y	Y	20	33	34	56	Y	Y	Y
30. Nguyen Nhi T.	13,17	2		2	Y	Y	Y	12	20	19	31	Y	Y	Y
31. Pearson Anne Marie	5,16	3	4	4	Y	Y	Y	17	28	34	56	Y	Y	Y
32. Pedroza Peter L.	1,16	3	4	2,3	Y	Y	Y	25	41	37	61	Y	Y	Y
33. Sheldon Deborah L.	1	3	3	2,3	Y	Y	Y	22	36	38	63	Y		Y
. Smith Patricia Ann	8	6	5	3	Y	Y	Y	19	31	30	50	Y	Y	Y
35. Sodoro Candace C.	1	4	5	2,3				23	38					
36. Stewart Gail	1	3		2										
37. Sullivan Sharon Ann	1	3	5	1,2,3										
38. Swall Beatrice	6,16	3	5	3	Y	Y	Y	21	35	29	48	Y	Y	Y
39. Vettel Dorene D.	6	4	5	3,4	Y	Y	Y	26	43	32	53		Y	Y
40. Whitla Melissa C.	1	3		2	Y	Y	Y	20	33	29	48	Y	Y	Y
41. Wikstad Rosita A.	2,16	3	4	2	Y	Y	Y	16	26	28	46	Y		Y

ORANGE COUNTY (WORKSHOP #4)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BHAT	BRUININKS OSERETSKY
1. Allen Sandra J.	2	4	5	2	Y	Y	Y	12	20	30	50	Y		Y
2. Benschneider Layne	1	3	3	2	Y	Y	Y							
3. Cline Jennifer	1	3	3	2										
4. Copeland Margaret A.	4	4	5	2,3	Y	Y	Y	19	31			Y	Y	Y
5. Cox Emma	1	3	5	1,2,3										
6. Donesley Pamela C.	3	4	5	3	Y	Y	Y	24	40			Y	Y	Y
7. England Dorothy B.	1	4	4	2				21	35	35	58	Y	Y	Y
8. Foster Patricia J.	8	3	4	2				18	30				Y	Y
9. Hense Mary Jayne	1	4	5	2		Y		30	50	36	60	Y	Y	
10. Kaluzny Thomas R.	7	3	1	2	Y	Y	Y	26	43			Y	Y	Y
11. Kofahl Carol A.	1	4	4	2,3				19	31	29	48	Y	Y	Y
12. Lam Kim Oanh	2	4	3	2,3										
13. Marrin Ellen F.	12	4	1	1	Y	Y	Y	27	45			Y	Y	Y
14. Martin Joe D.	1	3	5	3			Y	23	38	32	53	Y	Y	Y
15. McCluskey Danielli	2	3	5	2,3	Y	Y	Y	17	28	35	58	Y	Y	Y
16. Mora Tamasa	2,16	3	3	2				20	33				Y	Y
17. Morales, Linda L.	1	4	3	2										
18. Morton Kimble B.	1	4	4	2,3				33	55					
19. Orine Denise	2	3	3	2	Y	Y	Y					Y	Y	Y
20. Pon Joanne K.	11	4	3	2,3	Y	Y	Y	24	40	35	58	Y	Y	Y
21. Porter Jerry G.	1	3	5	2	Y	Y	Y	24	40			Y	Y	Y
22. Reid Virgina	1	3	3	2										
23. Roethlisbeiger Pat	2	3	5	2,3				16	26	37	61	Y		Y
24. Rosentreter Judith D.	6,16	3	4	2	Y	Y	Y	23	38			Y	Y	Y
25. Sandoval Yolanda H.	2	4	5	2,3										
26. Tattersall Patricia	2	2	5	2,3	Y	Y	Y	23	38	40	66		Y	Y
27. Vigliotti Rebecca A.	12	4	10	2,3				22	36			Y	Y	Y
28. Williamson Beverly B.	2							27	45	43	71			
29. Wilson Lucinda A.	1	4	5	2				25	41					

CENTRAL AREA FRESNO (WORKSHOP #5)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BMAT	BRUININKS OSERETSKY
1. Atkins Virginia	1	5	5	6	Y	Y	Y							
2. Brillhart Diane L.	11	3	4	2	Y	Y	Y	28	46	35	58	Y	Y	Y
3. Clark Stephanie	11	4	3	2	Y	Y	Y	24	40	38	63	Y	Y	Y
4. Dowler Jackie D.	1	3	3	2	Y	Y	Y	21	35	35	58	Y	Y	Y
5. Dunham Susan L.	2	3	5	1,3	Y	Y	Y	12	20	30	50	Y	Y	Y
6. Elm Carolyn J.	2,16	3	4	2,3	Y	Y	Y	20	33	30	50	Y	Y	Y
7. Fricker Nancy	11	4	4	2	Y	Y	Y			36	60	Y	Y	Y
8. Gardner Evans Debra	2	4	4	2,3	Y	Y	Y	17	28	43	71	Y	Y	Y
9. Grady Patty	1	3	4	2	Y	Y	Y	30	50	36	60	Y	Y	Y
10. Gray Robert T.	1	3	4	1,2,3										
11. Jeschien Jody	2	4	5	1	Y	Y	Y	16	26	40	66	Y	Y	Y
12. Lang Marilyn L.	1	3	5	2	Y	Y	Y	19	31	29	48	Y	Y	Y
13. Lehman Linda L.	11	4	5	2	Y	Y	Y	19	31	28	46	Y	Y	Y
14. Lynch Erin	1	3	1	2	Y	Y	Y	23	38	32	53	Y	Y	Y
15. Mathew Judith	11	4	4	4	Y	Y	Y	24	40	41	68	Y	Y	Y
16. Nielson Terri	2	4	6	2	Y	Y	Y	23	38	37	61	Y	Y	Y
17. Pascoe David D.	6	4	5	2	Y	Y	Y	27	45	35	58	Y	Y	Y
18. Pimentel Beth A.	2	4	4	2	Y	Y	Y			35	58	Y	Y	Y
19. Powell Joyce A.	2,16	3	3	2	Y	Y	Y			39	65	Y	Y	Y
20. Rieseman Charlot	2	4	4	2										
21. Salas Aida	2,16	3	3	2	Y	Y	Y			33	55	Y	Y	Y
22. Sanchez Maricela	2,16	3	3	2	Y	Y	Y			24	40	Y	Y	Y
23. Snyder Alma F.	2	4	5	1	Y	Y	Y			42	70	Y	Y	Y
24. Snyder Carolyn L.	5	4	3	2	Y		Y			35	58	Y	Y	Y
25. Trainor Yates K.	4	3	3	2,3				19	31	31	51	Y	Y	Y
26. Wulf Ken H.	10	4	5	2	Y	Y	Y			36	60	Y	Y	Y

SANTA ANA (WORKSHOP # 6)

NAME OF TRAINEES	DEMOGRAPHIC BACKGROUND				EVALUATION/STUDY TIME			TEST SCORE				COMPETENCIES CHECKLIST		
	Occupation	Education background	Teaching Experience	Student's age's level	Workshop Evaluation	Questionnaire	Journal Study time	Pretest #right	Pretest %right	Posttest #right	Posttest %right	AAHPERD	BMAT	BRUININKS OSERETSKY
1. Bind Karen	1,17			2				29	48					
2. Boyes Marilyn	1,16	3	5	2,3	Y	Y	Y	26	43			Y	Y	Y
3. Bui Lien Kim	13,17	3	5	2	Y	Y	Y	24	40	35	58	Y	Y	Y
4. Coronado Melissa	1	1										Y	Y	Y
5. Hernandez Lucia G.	2,16	4	5	2	Y	Y	Y	19	31	39	65			
6. Huntington Kathy	1	1										Y	Y	
7. Carney Janis	2	4	4	2										
8. Le Doan V.	13,17	2	4	2,3	Y	Y	Y	11	18	30	50	Y	Y	Y
9. Moad Mary K.	2,16	4	4	2				23	38	32	53	Y	Y	Y
10. Murray Carol A.	1,16	4	5	2,3	Y	Y	Y	26	43	39	65	Y	Y	Y
11. Ngo Trung	13,17	1	2	2				20	33					
12. Nguyen Francis	13,17	1	2	3				14	23					
13. Nguyen Phuong	2	4	3	3	Y	Y	Y			23	28			
14. Payan George	1	3	5	3										
15. Peralta Aaron	1,16	3	3	2,3				22	36	28	46	Y	Y	Y
16. Pham Phuong A.	13,17	2	4	3	Y	Y	Y	13	21			Y	Y	Y
17. Phan Hoang N.	13,17	1	5	3				13	21	12	20			
18. Riske Sonia M.	2,16	3	1	2	Y	Y	Y	23	38	37	61	Y	Y	Y
19. Tong Tieng N.	13,17	3	3	2				18	30	29	48			
20. Tran Mai N.T.	13,17	3	3	3	Y	Y	Y	17	28	29	48			